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ABSTRACT

This document describes a model for a developmentally based K-12 school guidance program which parallels the identifiable developmental stages children go through as they mature, and systematically addresses the learning, personal/social, and career needs that students have at various developmental stages. Lists of competencies are provided in each of the three areas for elementary school, middle/junior high, and high school. The second section discusses the organization of resources, including the supportive, participative, and interdependent roles played by the school board member, superintendent, principal, director of curriculum, director of guidance, pupil services staff, vocational educators, teachers, business and industry representatives, parents, and community service agencies. The next three sections list suggested strategies and activities for these various school constituencies to address the appropriate age level competencies for elementary school, middle/junior high, and high school respectively. A systematic, step-by-step approach follows for planning and implementation of the guidance program. Appended are the following materials: (1) Oklahoma certification requirements for school counselors; (2) American School Counselor Association (ASCA) ethical standards for counselors; (3) ASCA position statement on programs; (4) ASCA position statement on developmental guidance; (5) role of the school counselor; (6) public relations; (7) counselor assessment of the guidance program; (8) sample needs assessments; (9) sample counselor evaluation; (10) program planning format; and (11) supplemental materials. (TE)

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Building Skills for Tomorrow

A Developmental Guidance Model

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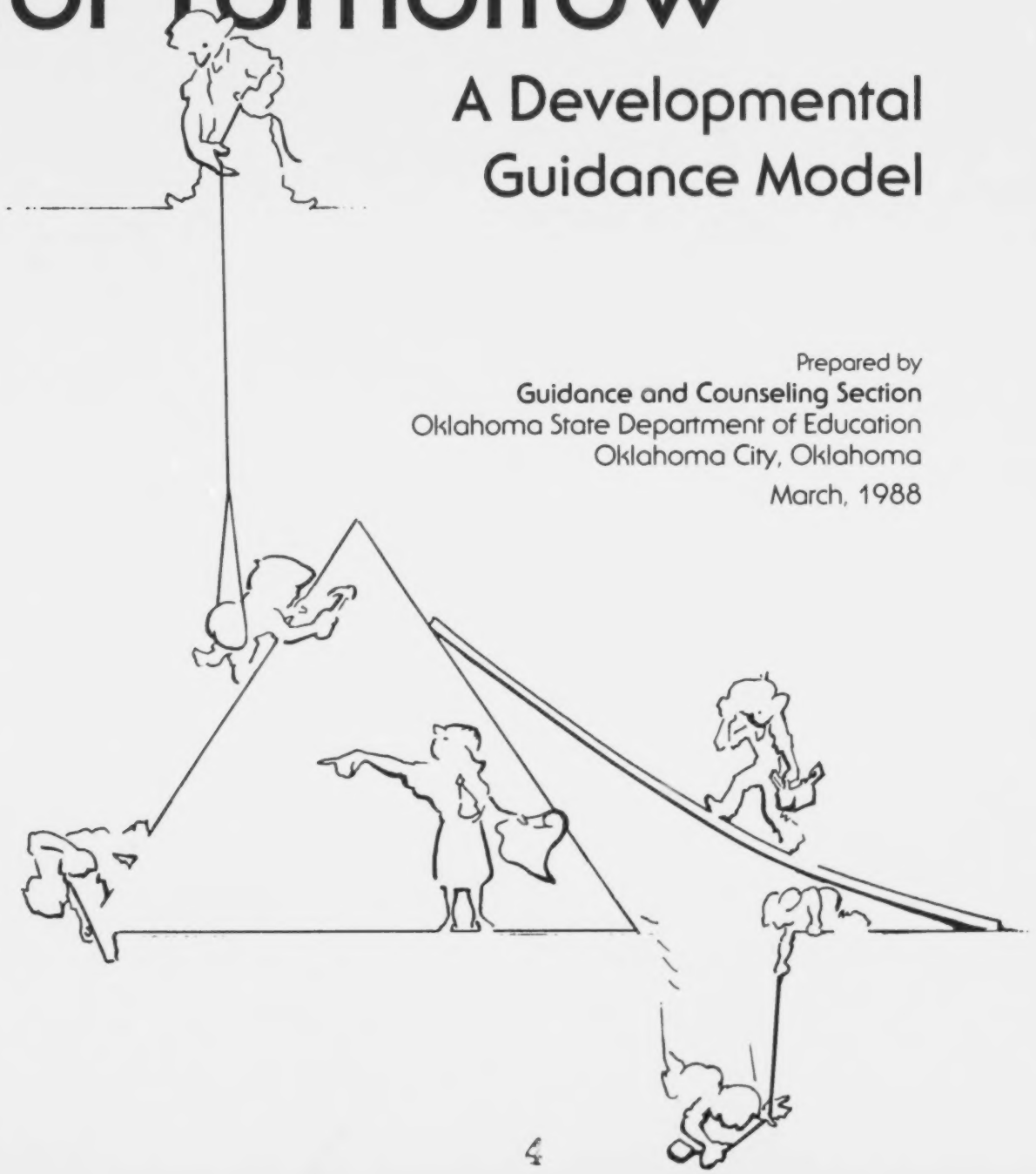
Building Skills for Tomorrow

A Developmental Guidance Model



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Foreword

As educators we must prepare students for the challenges of growing up in a rapidly changing society. We must help them build the skills they will need for tomorrow. It is our responsibility to direct our students' readiness and ability to achieve in school, thus providing a framework for a successful life.

BUILDING SKILLS FOR TOMORROW is a model for a developmentally based school guidance program which parallels the identifiable developmental stages children go through as they mature. It systematically addresses the learning, personal/social, and career needs that students have at various developmental stages. A preventive program in nature, this model is based on the realization that students who acquire related competencies will have more skills and personal resources upon which to draw as they deal with their own growth, learning, and maturation.

Each school district will use this model differently because it has been designed to provide a framework for building a school guidance program that meets students' developmental needs.

Enabling our students to take on the challenges of today and the future with a more complete set of personal/social, learning and career developmental skills is the ultimate goal of every educator. We must continue "building skills for tomorrow."

John M. Folks
State Superintendent

Introduction

The Oklahoma State Department of Education, working in cooperation with the State Department of Vocational-Technical Education believes that a developmental guidance program (K-12) is an integral component of excellence in the school curriculum. The educational needs of all students in the state's public schools can most effectively be met when guidance programs are structured to parallel the identifiable stages individuals go through as they mature. What happens to students developmentally will more than likely determine lifelong attitudes toward learning and help in the acquisition of skills, attainment of career goals, and evolvement of satisfactory attitudes about self, society, family, and career.

Schools play a significant role in assisting the home in helping students believe in themselves and their own potentials. The model presented in this handbook is intended to provide a framework from which schools can build a comprehensive guidance program, personalizing it with local needs and strengthening special areas. These programs will provide all Oklahoma students with skills and resources upon which to draw as they deal with their own growth, learning, and maturation.

The State Department of Education recognizes the importance of guidance activities which extend beyond K-12 into the adult years; however, this model was designed as a framework for developmental programs. Since the fundamental concept of these programs is the development of age appropriate competencies, adult education guidance and counseling would be more suitably addressed under a different model.

A comparison of traditional school guidance efforts with more contemporary developmental guidance programs is shown below. In the developmental program the emphasis is on structure, prevention, and systematic accountability.

Traditional	Developmental
Crisis Counseling	Preventive Plus Crisis Counseling
Information Service	Guidance Curriculum
Career Information Service	Career Planning and Development
Scheduling/Programming	Program Management
Reactive	Proactive
Clerical/Task-Oriented	Goal-Oriented
Unplanned	Planned Daily Activities
Unstructured	Accountable
Maintains Status Quo	Evaluates and Changes

Guidance as an integral part of the educational program is the responsibility of the guidance team working with counselors who are trained to meet the certification standards of the State Department of Education. The certification requirements are intended to ensure that school counselors will have the knowledge and skills necessary to provide the unique service of counseling and to facilitate the systematic delivery of school staff and community resource people of a planned guidance program. The program planned by the guidance team should assist all students with their personal/social, career, and academic development regardless of race, sex, exceptional educational need, economic status, or size and location of school they attend.

Model Design

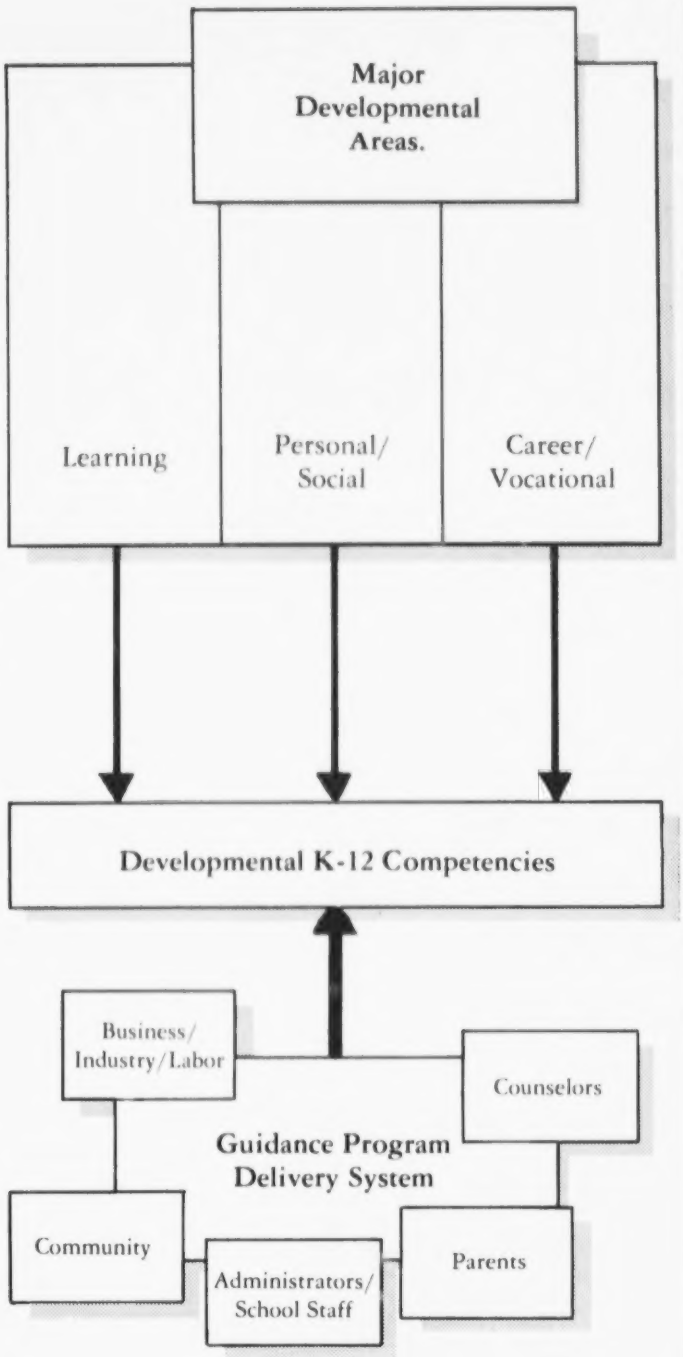
This Developmental Guidance Model is designed to be a framework which the guidance team can use to integrate the multiple guidance services provided by counselors, administrators, teachers, other school staff, parents, business and industry representatives, and community members. The Model: (1) clarifies developmental learning, personal/social, and career-planning needs, (2) specifies goals to meet those needs, (3) identifies roles and responsibilities, (4) offers suggested strategies toward accomplishing these goals, and (5) suggests methods of organization and management of resources required for comprehensive school guidance programming.

The approach presented has been carefully designed to be as practical and flexible as possible. School districts using the Model to establish or strengthen their counseling and guidance programs should be able to assess individual needs and respond accordingly. The primary goal of this Model is to ensure that the needs of each student remain paramount, that each person being served receive the most appropriate guidance and counseling services, and that those services are coordinated and systematically delivered throughout the school experience.

Those using the Model should think of school counseling and guidance in the context of a program intended to assist each student with learning readiness, school adjustment, school achievement, career development, and goal setting. Such a school guidance and counseling program must be:

- K-12 in scope,
- based on the developmental needs of the learner,
- preventive and pro-active in nature,
- coordinated so that it is an integral part of the total school educational curriculum, and
- formed around a delivery system with counselors and teachers and the services of others integrated into a total program.

The Model framework is designed to help school district personnel successfully implement a guidance program. The framework also shows local district personnel how to fully utilize available human and material resources and establishes a process approach to the formation of a K-12 guidance and counseling program. A guidance team in each school district will undertake the process of designing a program that is uniquely it's own. This process approach makes it possible for the team to tailor a comprehensive, developmentally based K-12 guidance program that meets the unique needs of the district.



Major Developmental Areas.

The Model focuses on three major areas of student development: Learning, Personal/ Social, and Career/Vocational. These are the types of functional life competencies each person must attain in order to learn, achieve academic success, and prepare for a satisfying and productive career.

Developmental Student Competencies.

Specific student competencies are listed under each major developmental area. The competencies represent basic skills and information each person should master in order to deal effectively with daily life situations. The competencies are consistent with students' general physical and intellectual capabilities at various stages.

Delivery System.

The Model incorporates counselors, parents, administrators, school staff, community members, and business/industry/ labor representatives into a guidance program team. The Model requires that the school district guidance team organize district resources to address the greatest number of student needs.

The Model is structured to show the collaborative relationship of resource providers to comprehensiveness of programs, with the counselor and guidance team at the core of the system. Expanding the delivery system into the classroom allows more flexibility in guidance programming, by providing increased opportunity to reach students in groups, and the invaluable resources of the teacher. In addition, the efforts of school staff, community members, parents, and business/industry representatives are coordinated into a program that meets the developmental needs of all students.

Developmental Student Competencies

Developmental guidance is based on the premise that, as all children mature, they pass through various developmental stages vital to their growth. During these stages, specific kinds of learning and development must occur to ensure optimal progress.

The Model provides a developmentally based delivery structure that spans the K-12 years and matches student competencies that must be mastered with the delivery systems appropriate for age- or grade-level groups. Emphasis at the elementary level is on exploration because elementary children respond well to situations in which they *learn about* and become aware of new things and ideas. Emphasis at the middle/junior high school level is on *understanding* and experimentation as these students continue to absorb new facts and ideas. Since high school students need to *apply* what they have previously learned, emphasis is on application as these students move toward increased understanding and additional knowledge.

Elementary Student Competencies

The following list of competencies is illustrative only and is not to be considered all inclusive.

Learn About

and become aware of new facts and ideas.

Understand

Apply

Learning

1. Understand and adjust to the school environment.
2. Develop decision-making skills.
3. Learn to be responsible and independent.
4. Understand relationships among ability, effort, and the quality of school achievement.
5. Learn the process of setting meaningful school achievement goals.
6. Develop study habits.

Personal/Social

1. Exhibit positive attitudes toward school, family, and self.
2. Exhibit respect for individual freedoms and rights of self and others.
3. Understand the consequences of actions for self and others.
4. Be aware of own emotional, physical, and intellectual development.
5. Understand the influence that physical, emotional, and intellectual behaviors have on one another.
6. Learn to communicate with peers and adults in various home, school, and community settings.
7. Exhibit conflict resolution skills with adults and peers.
8. Understand the concept of ongoing change in school, home, and community lives.
9. Understand and respect differences among people's cultures, lifestyles, attitudes, and abilities.
10. Develop a positive self-concept.

Career/Vocational

1. Become aware of the world of work.
2. Understand what it means to work and how school work relates to future plans.
3. Become aware of personal interests and preferences.
4. Learn how to cooperate with others in work and play.
5. Acquire knowledge about different occupations and changing male/female roles.
6. Expand awareness of occupations/vocations beyond the local environment and/or community.
7. Become aware of oneself in relation to new experiences.

Middle/Junior High Student Competencies

The following list of competencies is illustrative only and is not to be considered all inclusive.

Learning

1. Adjust to a new school.
2. Develop good study and test taking skills.
3. Develop a sense of the future and move toward it.
4. Understand personal responsibilities.
5. Exhibit problem-solving and critical thinking skills.

Personal/Social

1. Understand physical, emotional, and intellectual growth and development.
2. Develop a positive self concept.
3. Understand and develop peer relationships.
4. Exhibit positive attitudes toward school, family, and self.
5. Expand communication skills.
6. Learn to manage life's pressures, challenges, defeats, and successes.
7. Learn to deal with ongoing changes in personal and academic life.
8. Be aware of contemporary social problems.

Career/Vocational

1. Recognize abilities and skills required for broad career clusters.
2. Become informed about alternative educational and vocational choices and preparation for them.
3. Explore and assess personal interests and aptitudes.
4. Understand and develop communication skills.
5. Learn conflict management with adults and peers.
6. Learn that sex-role stereotyping, bias, and discrimination limit choices, opportunity, and achievement.
7. Understand the work ethic.

Learn About

Understand

and experiment as students continue to absorb new facts and ideas.

Apply

High School Student Competencies

The following list of competencies is illustrative only and is not to be considered all inclusive.

Learn About

Understand

Apply
what has been learned.

Learning

1. Understand one's own learning abilities and how best to apply them.
2. Become informed about self through assessment techniques.
3. Learn to set realistic goals and develop strategies to reach them.
4. Understand the school curriculum and the impact course selection has on future plans.
5. Understand the school environment and what is expected.
6. Expand study and test-taking skills.
7. Apply problem solving and critical thinking skills.

Personal/Social

1. Understand physical, emotional, and intellectual growth and development.
2. Learn to cope with change and plan for the future.
3. Learn human-conflict resolution skills with adults and peers.
4. Understand and appreciate one's own capabilities and those of others.
5. Understand personal relationships and how to establish an independent identity.
6. Take responsibility for personal decisions.
7. Be aware of contemporary social problems.

Career/Vocational

1. Understand the world of work and its expectations for employment.
2. Become informed about educational/work alternatives.
3. Understand continuous changes of male/female roles and how this relates to career choice.
4. Develop the interpersonal skills necessary for harmony in the workplace.
5. Become informed about up-to-date employment opportunities during and after high school.
6. Form tentative career goals and strategies to reach them.
7. Understand lifestyle preferences and relate them to occupational interests.
8. Understand how to utilize labor market information and job search strategies.

Organization of Resources

Introduction

A developmental guidance and counseling program helps to improve the learning environment of the entire school as individuals other than the school counselor become actively involved as guidance providers. The Model provides a structure that integrates the services of the school counselor with those that can be provided by other educators, pupil staff, parents, and community members.

Counseling as an articulated guidance program service is the major responsibility of school counselors. Through their training, counselors have gained the knowledge and skills necessary to provide individual and group counseling services and to facilitate the systematic delivery of a planned program, based upon student's developmental needs. Since the school counselor as well as other individuals play an important part in the guidance of students, developmental guidance programming formally involves those others to varying degrees, sometimes as resources and sometimes as primary deliverers.

The implementation process of a well planned program provides maximum participation of all those involved in helping students grow and develop. Emphasis is on the local school district and the unique resources that can be utilized as the guidance program becomes increasingly comprehensive. As the cohesiveness of the program increases, the understanding of the roles and responsibilities of the resource providers must also increase. On the following pages, involvement levels have been delineated for a representative sample of resource providers.

The Role of School Board Member

Supportive

Recognizes that guidance and counseling should be available to all K-12 students.

Participative

Provides adequate financial support for the program in such areas as personnel, staff development, clerical support and materials.

Interdependent

Supports policies for delivering the guidance program as an integral part of the total educational process so that all students' developmental needs are met.

The Role of Superintendent

Supportive

Understands the guidance needs of school populations.

Establishes and reviews counselor job descriptions in the context of developmental guidance programming.

Participative

Works with the school board, faculty, adminstrative staff, and community to secure support for developmental guidance.

Insures that a guidance committee is established in each school district.

Interdependent

Provides leadership and recognizes all school personnel as having a part to play in an articulated developmental guidance program.

Requires accountability and evaluation of the progress towards goals, objectives, and developmental student outcomes.

The Role of Principal

Supportive

Establishes a positive climate for implementing the guidance program.

Recruits qualified personnel and provides them with the necessary facilities, time, equipment, and clerical staff.

Organizes and implements a public relations program that will emphasize guidance as an integral part of the total school program.

Participative

Works closely with the guidance committee and staff to plan, implement, and evaluate the guidance program.

Uses the guidance committee to plan inservice, evaluation, or assessment of guidance program.

Encourages parents, community members, and business and industry representatives to participate in the educational system through the guidance committee.

Evaluates counselors on the basis of their performance of guidance and counseling duties.

Interdependent

Organizes inservice for staff members to upgrade skills and knowledge for implementing guidance programming.

Encourages counselors to continue leadership roles in facilitating the establishment of a developmental guidance program.

Monitors program effectiveness for the goals, objectives, and developmental student outcomes identified in the Model.

Collaborates with counselor in program evaluation.

The Role of Director of Curriculum

Supportive

Infuses developmental guidance awareness through curriculum.

Assists to identify curricular resources for the guidance program.

Participative

Coordinates the Model with other district curriculums.

Interdependent

Works with guidance staff to plan, implement, and evaluate the comprehensive developmental guidance program.

The Role of Director of Guidance

Supportive

Provides the district administrator and school board with information on funding, personnel, program, and evaluation needs.

Promotes professional growth of all guidance personnel.

Participative

Establishes a systematic approach to making guidance available K-12.

Seeks and maintains cooperative working relationships with all personnel whose roles and responsibilities affect the development and implementation of the guidance program.

Coordinates regular, planned meetings where counselors share information, consult on specific problems, and develop and refine systemwide programs.

Interdependent

Works with administration and supervisory staff to plan and develop the K-12 guidance curriculum.

Coordinates the guidance program and the resources provided by counselors, teachers, parents, and others in the community.

Promotes a comprehensive pupil service model delivery system.

The Role of Pupil Services Staff (School Psychologist, School Nurse, and Special Education Staff Therapists)

Supportive

Coordinate referrals to other service providers.

Communicate regularly on district pupil service programs.

Participative

Work with the guidance staff to provide information to school/community about "at risk" students and support programs designed to address those risks.

Participate in a comprehensive pupil services team approach to coordinating programs and services for students in crisis.

Interdependent

Direct involvement in planning, implementing,and evaluating the Model so that all students receive systematic guidance based on learning, personal/social, and career/vocational needs.

The Role of Vocational Educators

Supportive

Assist vocational education students to achieve specific vocational competencies which will enable them to gain entry into an occupational or post-secondary setting.

Participative

Work cooperatively with counselors to provide employment counseling, placement, and follow-up services for students enrolled in vocational courses and cooperative programs.

Interdependent

Work with counselors and entire staff to ensure that all students receive instruction or information on occupations, employability skills, current job market, and interviewing techniques.

Participate in the various activities of planning, implementing, and evaluating the guidance program.

The Role of Teachers

Supportive

Seek to establish positive, interactive relationships with students and provide a classroom learning environment which is suitable as a basis for intellectual, social, and emotional growth.

Participative

Collaborate with counselor to plan and implement activities in academic and vocational curriculums; i.e., as co-facilitators of groups, in advisor/advisee programs, as primary instructors in some areas, and as support to students in crisis.

Interdependent

Use subject areas to assist students in developing personal/social, career, and learning competencies.

Work as team members to plan and implement guidance activities essential to the overall development of students.

The Role of Business and Industry Representatives

Supportive

Provide speakers, field trip opportunities, and school demonstrations to increase student knowledge of the work world in their community.

Participative

Provide information and opportunities for students to participate in co-op programs, job-shadowing, and work experience.

Serve as a member of school guidance team.

Encourage and participate in student organizations.

Interdependent

Provide up-to-date labor market information, co-op and apprenticeship sites, and mentorships for all students.

The Role of Parents

Supportive

Provide support for children through participation in parent conferences, school activities, and volunteerism.

Work with teachers and counselors to support their children's learning, personal/social, and career/vocational growth.

Participative

Participate in school curricular, extracurricular, and guidance activities.

Recognize guidance and counseling as an important part of education.

Interdependent

Participate on the guidance committee that will facilitate implementation of the Model.

Serve as mentors and models.

The Role of Community Service Agencies

Supportive

Establish communication and referral channels.

Participative

Provide information on services available to students and families.

Interdependent

Collaborate in planning and implentation of a guidance program that includes services and activities provided by the community agencies.

Elementary School Years

Children in elementary school have begun to acquire learning, personal/social, and career/vocational skills. To help them continue to develop in these areas, the Model describes specific, age appropriate competencies that may be addressed through the framework of a developmental guidance program.

The goal of the elementary guidance program is to take a preventive, instructional approach to providing guidance activities for all children by planning the school guidance program around the competencies that elementary age children need to acquire.

The strategies and activities listed are suggested ways to address the appropriate age level competencies. The exact programming format and delivery responsibility must be determined by each district as it plans and implements a developmental program. Since the Model emphasis is on prevention and utilization of available resources, it is a cost-effective approach to providing indispensible learning opportunities for children.

Elementary Student Learning Competencies

Sample activities are illustrative only. Each district will use local resources, materials, and ideas.

Resource Organization and Management

Student Competencies	Counselors	School Staff Counselors	Parents Community Business/Industry School Staff Counselors
Understand the school environment and what is expected of students	Be available for individual counseling. Provide service to teachers concerning specific children.	Work in groups with all children to provide orientation to school.	Meet with parents of all kindergarteners. Explain guidance programs to students and parents.
Develop decision-making skills.	Work individually with students who lack understanding of decision-making skills.	Promote participation in group and individual development of skills in the classroom.	Provide information for parents and others on the importance of developing decision-making skills.
Encourage responsible and independent behavior.	Work with students who exhibit an inability to make responsible decisions.	Assist school staff in responsible decision-making activities for students.	Provide staff development on responsible decision-making skills through inservice seminars.
Understand relationship of ability, effort, and the quality of school achievement.	Work with underachieving students on an individual basis. Identify children "at risk" and respond to their needs.	Assist with coordination of activities that exhibit relationships between effort and product.	Secure staff agreement on some cause and effect rules for the school. Get business/industry input on motivation techniques and the value of work.
Assess learning needs and where to seek help.	Work with individuals who need assistance in self-evaluation. Make certain all children understand who is available to help.	Engage team work that provides children with assessment opportunities so they become comfortable with the process.	Train staff to clearly explain tests, report cards, achievement measures, and interest inventories to children and parents.
Understand the process of setting meaningful school achievement goals.	Work with students who demonstrate a lack of interest in school.	Teach the process of goal setting in curricular and extracurricular activities.	Assist in developing programs illustrating the need to set goals; assist parents to help children set and achieve goals.
Develop good study habits.	Work with groups of students who need to develop good study habits.	Organize staff to review daily assignments and to promote basic study habits.	Help parents to assist their children with study habits and homework.

Elementary Personal/Social Competencies

Sample activities are illustrative only. Each district will use local resources, materials, and ideas.

Resource Organization and Management

Student Competencies	Counselors	School Staff Counselors	Parents Community Business/Industry School Staff Counselors
Exhibit positive attitudes toward school, family, and self.	Work with students who are not adjusted well to school. Assist teachers and parents with these students.	Coordinate programs that ensure positive school experiences for all students.	Carry out staff development to encourage creation of a supportive, positive learning climate.
Exhibit respect for individual freedoms and rights of self and others.	Counsel individually with students who infringe on rights of others.	Work with groups of students to foster an appreciation for rights and freedom of others through classroom activities.	Arrange staff development activities to ensure that individual freedoms and rights are examined through the curriculum.
Understand the consequences of actions for self and others.	Work with groups of individuals who appear unaware of the consequences of their actions.	Assist in activities in the classroom that illustrate the importance of taking responsibility.	Promote classroom visits by police and judges. Organize a day with senior citizens.
Be aware of one's own emotional, physical, and intellectual development.	Work with children unaware of their own development. Assist teachers with students who are developmentally immature.	Work with groups of students who evidence common developmental difficulties. Teach curricular units on specific developmental areas.	Form groups to assist parents in understanding children's developmental processes. Inservice staff on students' individual rates of growth - emotional, physical, and intellectual.
Understand the influence that physical, emotional, and intellectual behaviors have on one another.	Work individually with students who do not understand how physical and emotional body functions are interrelated.	Conduct activities which allow students to share common concerns regarding physical and emotional development.	Work with staff to enhance understanding of how all aspects of children's development impact on learning.

Elementary Personal/Social Competencies
(Continued)

Sample activities are illustrative only. Each district will use local resources, materials, and ideas.

Resource Organization and Management

Student Competencies	Counselors	School Staff Counselors	Parents Community Business/Industry School Staff Counselors
Learn to communicate with peers and adults in various home, school, and community settings.	Counsel with children who are having difficulty expressing themselves.	Emphasize communication in the classroom by structuring time for talking and sharing.	Coordinate activities in school and out that encourage communication between children and those they need to be able to talk to.
Exhibit conflict-resolution skills with adults and peers.	Work with students who are unable to resolve conflicts in an acceptable manner.	Work with students to minimize conflicts.	Carry out staff development encouraging positive conflict resolution methods as opposed to punishments.
Understand the concept of ongoing change in school, home, and community lives.	Counsel individual children who are having difficulty adjusting to changes.	Conduct group work to explore change and how it relates to the individual.	Recognize the rapid changes in technology and give students opportunities to experience hands-on activities.
Understand and respect differences among people's cultures, lifestyles, attitudes, and abilities.	Provide individual counseling to solve specific relationship conflicts.	Encourage group work and team teaching to foster good interpersonal relationships. Team teach with a person from another culture to model good intercultural relationships.	Coordinate activities that encourage a broadening range of acquaintances. Provide staff and community with opportunities to learn about various cultures represented in the school/community population.
Be aware of contemporary social problems.	Work individually with students who do not understand the impact that contemporary social problems may have on their lives.	Organize activities which will permit students to share common concerns regarding current social problems.	Work with staff, parents, and community to talk of possible alternatives and/or workable solutions regarding current social problems.

Elementary Career/Vocational Competencies

Sample activities are illustrative only. Each district will use local resources, materials, and ideas.

Resource Organization and Management

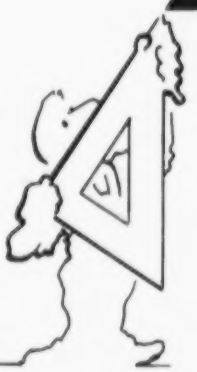
Student Competencies	Counselors	School Staff Counselors	Parents Community Business/Industry School Staff Counselors
Become aware of the world of work.	Work with students to become knowledgeable of opportunities in the job market.	Teach activities to enhance awareness related to various careers.	Coordinate community efforts that allow students to become aware of the world of work and the skills needed.
Understand what it means to work and how school work relates to future plans.	Team teach a unit on careers and the world of work.	Develop career awareness curriculum or philosophy that provides for ongoing career education in the classroom.	Coordinate relationships among labor and industry and school concerning curriculum that realistically meets the needs of the individual and society.
Become aware of personal interests and preferences.	Work with students who have unusual vocational or avocational interests and discuss how they may pursue them.	Provide group work to enable students to become comfortable with their vocational interests and lifestyle preferences.	Coordinate community efforts that allow students to pursue their vocational interests outside of school.
Learn to cooperate and coexist with others in work and play.	Provide individual counseling to help students solve specific relationship conflicts.	Form a counselor and teacher team for activities that will encourage cooperation.	Carry out staff development to promote cooperation as a school philosophy.
Acquire knowledge about different occupations and changing male/female roles.	Provide occupational information to be used by all teachers as a classroom resource.	Coordinate efforts to have a variety of people speak to classes about their nontraditional occupations.	Provide work activities for students who are interested in specific occupations.
Become aware of oneself in relation to new experiences.	Work with individual students to develop self-awareness.	Teach activities to enhance awareness of self in relation to the rest of the world.	Provide staff inservice to illustrate the need to be aware of self in order to relate well with others.

Middle/Junior High School Years

Students in middle/junior high school have rapidly changing developmental needs. Much of the physical, emotional, and cognitive growth and change that human beings accomplish occurs during this lifestage.

To assist students with these growth processes, the Model addresses age-specific competencies that are the foundations for establishing the goals of a middle/junior high school developmental guidance program and ensures that program services will be delivered to all middle/junior high school students.

The strategies and activities listed are suggested ways to address the appropriate age level competencies. The exact programming format and delivery responsibility must be determined by each district as it plans and implements a developmental program. Since the Model emphasis is on prevention and utilization of available resources, it is a cost-effective approach to providing indispensible learning opportunities for students.



Middle/Junior High Learning Competencies

Sample activities are illustrative only. Each district will use local resources, materials, and ideas.

Resource Organization and Management

Student Competencies	Counselors	School Staff Counselors	Parents Community Business/Industry School Staff Counselors
Adjust to a new school.	Counsel new students. Enroll new students during the year.	Have an assembly for new students. Teachers assist buddies to show new students around.	Meet with new elementary parents at the end of the preceding year. Have an open house early in the year for parents to meet teachers.
Develop good study and test-taking skills.	Work with groups of students who have poor study skills.	Encourage staff to examine assignments and requirements and to promote basic study skills.	Work with parents to enable them to assist their children with study skills and homework.
Develop a sense of the future and how to move toward it.	Do individual work with students who lack understanding of how actions affect consequences.	Promote participation in problem solving.	Carry out staff development on importance of students obtaining a future/goal orientation.
Understand personal responsibilities.	Counsel with individual students on their responsibilities in class and school.	Have teachers cover student responsibilities with each class.	Provide parents with information on student responsibilities.
Exhibit problem-solving and critical thinking skills.	Assist individuals to approach problems in a logical manner.	Encourage utilization of problem-solving skills in the classroom.	Provide information for parents and others on the importance of problem-solving skills.

Middle/Junior High Personal/Social Competencies

Sample activities are illustrative only. Each district will use local resources, materials, and ideas.

Resource Organization and Management

Student Competencies	Counselors	School Staff Counselors	Parents Community Business/Industry School Staff Counselors
Understand physical, emotional, and intellectual growth and development.	Counsel individual students unable to cope with their rapidly changing bodies and/or emotions.	Do group work to discuss the rapid changes students are experiencing.	Assist staff to plan human growth and development classes. Assist parents with growth and development issues.
Develop self and social self-concept.	Counsel students who have a negative self-concept.	Work with groups to explore individual differences and gain an acceptance of them.	Work to help parents and teachers understand the importance of a positive self-concept and how to foster it in all children.
Understand and develop peer relationships.	Do group counseling to solve specific relationship conflicts.	Provide curricular and extracurricular activities which encourage heterogeneous and homogeneous relationships.	Assist staff in developing curricular offerings which deal with interpersonal relationships.
Exhibit positive attitude toward school, family, and self.	Work with students who exhibit a negative attitude toward school.	Assist teachers and parents attempting to relate to students with a negative attitude.	Carry out staff development on creating a positive school climate.
Learn to communicate with parents.	Counsel individual students having difficulty relating to their parents.	Conduct group sessions on family communication and relations. Provide information on community resources for family counseling.	Assist staff in modeling good communication skills.
Learn to manage life's pressures, challenges, defeats, and successes.	Counsel individual students unable to cope with stress.	Do group work on stress reduction and/or coping skills.	Plan staff development on stress reduction and recognizing excess stress in students.
Learn to deal with ongoing changes in personal and academic life.	Counsel individual students having difficulty understanding how and why the world is changing.	Do group work to explore how the changing world will impact on students.	Provide information on changes in the work world and how to be prepared to meet challenges.
Be aware of contemporary social problems.	Counsel individual students who need help with social problems.	Conduct assemblies and inclass discussions on social problems.	Provide information on outside agencies who help with social problems.

Middle/Junior High Career/Vocational Competencies

Sample activities are illustrative only. Each district will use local resources, materials, and ideas.

Resource Organization and Management

Student Competencies	Counselors	School Staff Counselors	Parents Community Business/Industry School Staff Counselors
Recognize abilities and skills required for broad career clusters.	Counsel students on what is required for different careers.	Have classroom discussions on abilities and skills for different careers.	Invite parents and others to speak on careers.
Become informed about alternative educational and vocational choices and preparation for them.	Provide occupational and educational information to all teachers. Ensure that students understand the impact of course choices.	Coordinate efforts to have guest speakers on various occupational areas.	Coordinate community resources to make all students more fully aware of vocational choices and the education required for them.
Explore and assess personal interests and aptitudes.	Administer interest inventories to students.	Provide discussions for students on how interests are related to occupational choices.	Carry out staff development activities on interests, occupational choices, and career development.
Understand and use communication skills.	Work with students having difficulty communicating with peers or adults.	Teach communication skills. Provide interpersonal communication workshops.	Provide staff development on requiring good communication skills in all subject-area classes.
Learn human conflict management with adults and peers.	Work with students who are unable to resolve conflicts in an acceptable manner.	Do group work with students to better understand differences in individual responses to conflict.	Do staff development on positive conflict resolution methods.
Learn that sex role stereotyping, bias, and discrimination limit choices, opportunities, and achievement.	Counsel with students who are having difficulty making choices.	Inform students and parents about the career opportunites open to both sexes.	Promote a career day featuring parents and community members who work in traditional and nontraditional careers.
Understand the work ethic.	Counsel students on what is expected on a job.	Have classroom discussions on what is expected of a person who has a job.	Have speakers in different work areas speak on what they look for in an employee.

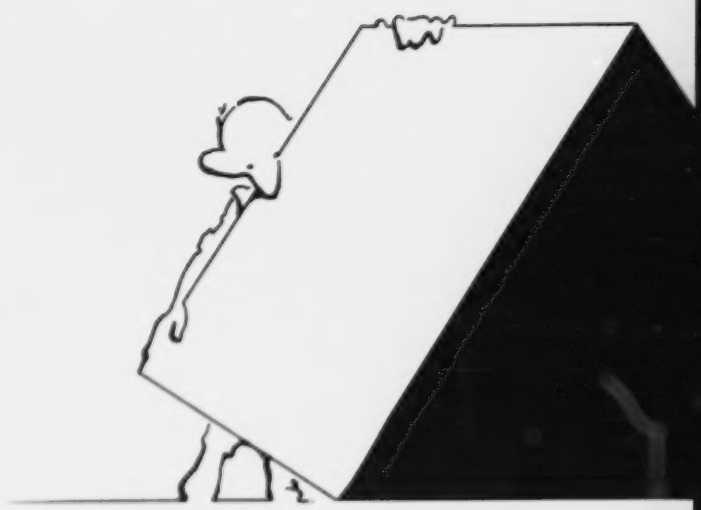
High School Years

Students in high school are given the opportunity to practice and strengthen the skill levels they have acquired through elementary and junior high school.

The Model identifies the competencies that take into account the important choices that students must make during their high school years and lists the skills all high school students need as they mature educationally, personally, and vocationally.

The goal is to take a mastery level approach by planning the high school guidance program around the skills all high school students must be able to utilize and ensure that program services will be delivered to all high school students.

The strategies and activities listed are suggested ways to address the appropriate age level competencies. The exact programming format and delivery responsibility must be determined by each district as it plans and implements a developmental program. Since the Model emphasis is on prevention and utilization of available resources, it is a cost-effective approach to providing indispensible learning opportunities for students.



High School Learning Competencies

Sample activities are illustrative only. Each district will use local resources, materials, and ideas.

Resource Organization and Management

Student Competencies	Counselors	School Staff Counselors	Parents Community Business/Industry School Staff Counselors
Understand one's learning abilities and how best to apply them.	Work individually with students experiencing learning problems. Work with LEP teams for students experiencing learning difficulties.	Give and explain to students individual learning style inventories.	Do staff development on learning styles and adapting teaching strategies to meet needs of students.
Become informed about self through assessment techniques.	Schedule individual conferences to discuss results of standardized tests.	Provide group work on understanding what tests assess, how to take them, and how to learn from the results.	Assist staff to gain a better understanding of standardized tests and the impact they have on students.
Learn to set realistic goals and develop strategies to reach them.	Work with students individually to help them set short- and long-term goals.	Conduct group discussions on goal setting and strategies to help students reach goals.	Provide staff development to stress the need for students to set goals and methods of helping them do so.
Understand the school curriculum and the impact course selection will have on future plans.	Meet with each student to schedule classes compatible with future plans.	Meet with groups of students to discuss the need for choosing classes carefully.	Assist staff as they develop and articulate curriculum across the district.
Understand the school environment and what is expected.	Counsel individual students unable to conform to the school environment and/or expectations.	Teach teachers to discuss the school environment and its expectations with all students.	Utilize business/industry members to speak on the relationship of school and work.
Expand study and test-taking skills.	Counsel individual students on developing effective study and test-taking skills.	Teach and team teach strategies for developing study and test-taking skills.	Assist staff in incorporating study and test-taking skills into their curriculum.
Apply problem solving and critical thinking skills.	Work with individual students on how to apply problem solving and critical thinking skills to resolve issues.	Form a counselor and teacher team that will promote a curriculum that stresses problem solving and critical thinking skills.	Assist staff to incorporate problem solving and critical thinking skills into the curriculum.

High School Personal/Social Competencies

Sample activities are illustrative only. Each district will use local resources, materials, and ideas.

Resource Organization and Management

Student Competencies	Counselors	School Staff Counselors	Parents Community Business/Industry School Staff Counselors
Understand physical, emotional, and intellectual growth and development.	Counsel individual students having difficulty coping with development.	Teach and team teach growth and development and how they are related.	Assist staff in developing curriculum which addresses all areas of development.
Learn to cope with change and plan for the future.	Counsel individual students unable to cope with change. Orientate new students and/or freshmen.	Conduct group work to discuss the changing world and how it impacts on students.	Do staff development on the impact of change on students. Get input from business/industry on technological change and the future.
Learn human-conflict resolution skills with adults and peers.	Work with individual students unable to resolve conflicts in a positive manner.	Work with groups to discuss individual differences and to minimize conflicts.	Do staff development on individual differences and dealing them in the classroom.
Understand and appreciate one's own capabilities and those of others.	Provide opportunities for interaction with individuals of varying ability.	Provide group work on understanding one's own abilities and how best to use them.	Involve school/community with activities.
Understand personal relationships and how to establish an independent identity.	Counsel individual students experiencing difficulty developing personal relationships.	Hold small-group discussions on relationships, the need to gain independence, and constructive means of doing so.	Do staff development on understanding students' needs for independence and good personal relationships.
Take responsibility for personal decisions.	Counsel with students who are unwilling to take responsibility for their actions.	Work with peer groups to promote awareness of the impact of decisions about issues like drinking and driving, and others.	Secure community/school collaboration to publicize the importance of making informed decisions about contemporary issues.
Be aware of contemporary social problems.	Discuss with students the implication of contemporary social problems on their lives.	Encourage staff to incorporate contemporary social problems into their curriculum.	Carry out inservice to constantly assist staff in staying abreast of current social trends.

High School Career/Vocational Competencies

Sample activities are illustrative only. Each district will use local resources, materials, and ideas.

Resource Organization and Management

Student Competencies	Counselors	School Staff Counselors	Parents Community Business/Industry School Staff Counselors
Understand the world of work and its expectations for employment.	Provide materials on occupations and postsecondary institutions.	Team with business/industry experts to teach units on employment expectations.	Assist staff to incorporate world-of-work expectations such as punctuality, responsibility, and accountability into the classroom.
Become informed about educational/work alternatives.	Work with individual students on postsecondary educational and work alternatives.	Hold group discussions of educational and work alternatives after high school.	Provide staff development on postsecondary educational and work alternatives. Encourage parent involvement as students explore educational and work alternatives.
Understand continuous changes of male/female roles and how this relates to career choice.	Work with individual students experiencing difficulty with the changing roles of men and women.	Hold group discussions on how the changing roles of males and females may affect career opportunities.	Assist staff to gain understanding of how societal attitudes impact on male/female role development.
Develop the interpersonal skills necessary for harmony in the workplace.	Counsel with students displaying a lack of interpersonal skills.	Provide group work or team teaching to discuss how interpersonal skills are required for harmony in the workplace.	Do staff development on how interpersonal skills are essential for all students as they enter the world of work.
Become informed about up-to-date employment opportunities and projections.	Make employment opportunities and career planning materials available for student use.	Conduct groups to explore various employment and career opportunities. Team teach units on employment opportunities.	Coordinate community resources to give students opportunities to learn of numerous and varied careers. Provide work activities mentorships for students in areas they wish to explore.

High School Career/Vocational Competencies (Continued)

Sample activities are illustrative only. Each district will use local resources, materials, and ideas.

Resource Organization and Management

Student Competencies	Counselors	School Staff Counselors	Parents Community Business/Industry School Staff Counselors
Form tentative career goals and strategies to reach them.	Assist all students to choose classes that would be required and/or beneficial for their career choices.	Provide group work on goal setting and strategies for reaching goals.	Assist staff to develop curriculum that will help students set career goals and strategies to reach them.
Understand lifestyle preferences and relate them to occupational interests.	Work with individual students to discuss occupational interests. Administer and interpret interest inventories for students.	Provide opportunities to discuss lifestyles and various occupational interests with community members.	Assist staff to incorporate information on various lifestyles and occupational interests into the curriculum.
Understand and develop decision-making skills.	Counsel individual students experiencing difficulty making decisions.	Team teach unit on decision-making and career choice.	Assist staff in incorporating decision-making skills into their curriculum.
Understand how to utilize labor market information and job search strategies.	Work with individuals on how to use the occupational research materials.	Prepare and teach a unit on how to search for a job and prepare a resume.	Assist in incorporating labor market information as part of research skills curriculum.

Planning and Implementation

The following is a systematic, step-by-step approach for school personnel who decide to move toward a program which is comprehensive and developmental in nature. Achieving that end will result in a better understanding and support from both the school and community. The school and community will feel ownership for and pride in a developmental guidance program designed to meet the needs of all students as they progress through the K-12 years.

Since the planning phase of any programmatic effort is the key to its future success, transition from the current to the new must follow a logical and systematic process. This careful planning will make the implementation of new program components as smooth and complete as possible and will help in the realization of program goals.

The process as well as the progress must be a highly visible, open activity in order to assure the needed school and community support. Informed and involved administration, faculty, and community are prime determinants to a successful guidance program.

The schematic on the following page outlines the planning and implementation process and is followed by a detailed description of the procedures necessary for implementation.

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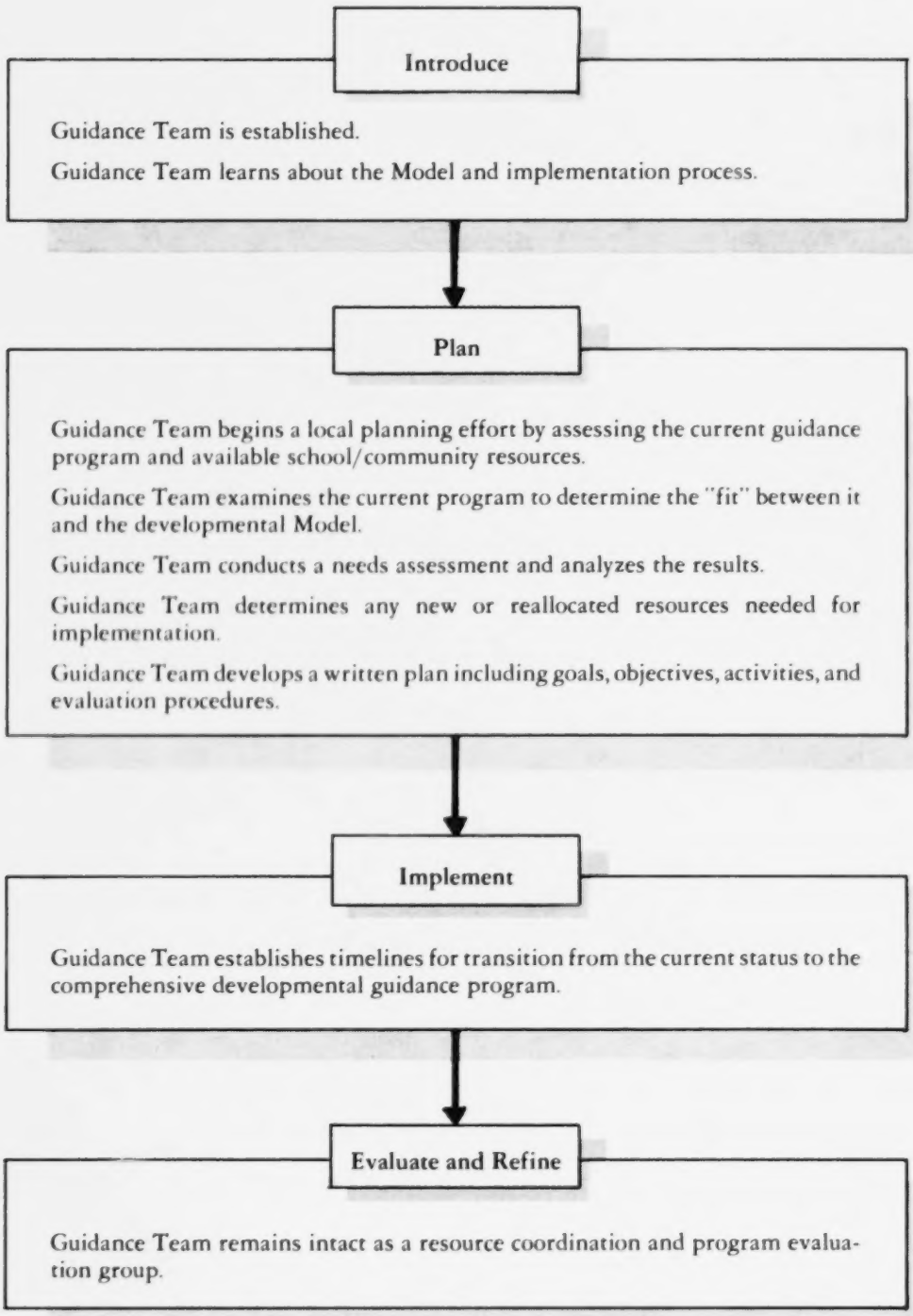
Introduce
Guidance Team is established.
Guidance Team learns about the Model and implementation process.
Plan
Guidance Team begins a local planning effort by assessing the current guidance program and available school/community resources.
Guidance Team examines the current program to determine the "fit" between it and the developmental Model.
Guidance Team conducts a needs assessment and analyzes the results.
Guidance Team determines any new or reallocated resources needed for implementation.
Guidance Team develops a written plan including goals, objectives, activities, and evaluation procedures.
Implement
Guidance Team establishes timelines for transition from the current status to the comprehensive developmental guidance program.
Evaluate and Refine
Guidance Team remains intact as a resource coordination and program evaluation group.

Step I.
Establish Team

A.

The membership of the guidance team will vary according to the size of the school district but should represent a sampling from both the school and from the community. The team may include representatives from teachers, students, administration, and from the community, such as parents, business, and industry and labor.

B.

The team should function as an advisory group and as a board to propose new ideas or changes.

C.

Some of the team's responsibilities include not only screening and selecting of guidance materials but also promoting and strengthening the understanding of goals and objectives of the guidance program.

D.

The team must be involved in an in-service to understand the philosophy of a developmental guidance program to enable them to realistically assess, establish, and prioritize the program goals.

Step II.
Plan

A.

After the team has been briefed on the philosophy and the basic goals of the guidance program, the next step is to determine the status of the current guidance program.

B.

In order to assess the current program, the district's school counselors need to describe in writing all of their current activities. A counselor's log may be useful in the documentation of these activities and the time spent on each.

C.

It is important to determine the resource pool currently available in the district. The current program profile and the resource list must be carefully examined by the guidance team, for it is at this stage in the planning that realistic appraisals must be made of the current status and available resources of the district.

Needs Assessment

A.

The guidance team should conduct a needs assessment and analyze the results. These needs will be prioritized and integrated into the developmental guidance program.

Step II. (Continued)

B.

The local school district needs and the developmental competencies will assist the team in writing a plan including philosophy, goals, objectives, activities, timelines, evaluation procedures, and a follow-up and refinement process.

The Written Plan

A.

A necessary and integral component of any comprehensive guidance program is the written plan. The written plan is designed to serve as a structured guide for the delivery of guidance program services within a specified timeframe.

B.

The plan has the following features:

1. It assumes that the key ingredients of assessment, planning, curriculum, implementation, and evaluation are incorporated into a unified program of guidance functions.

2. It identifies priorities for the counselor and guidance program to provide goals and objectives.

3. It provides a clear method by which counselor functions can be evaluated.

4. It clarifies the content of guidance curricula for parents, board of education members, and the community, while serving as a definitive guide for administrators, teachers, and other school personnel in performance of their respective guidance program responsibilities.

5. It delineates the services needed by target populations (students, parents, teachers, and administrators) and the methods by which the services are to be delivered.

6. It serves as a public relations tool, especially in terms of clarifying the counselor's role and the type of services the counselor provides to assist students to deal constructively with educational, personal/social, and vocational issues and choices in life.

Step III. *Implementation*

A.

A realistic timeline for implementation must be established and followed.

B.

The plan for implementing the adaptation of the Model must be approved by the school board if change or redirection of the district's guidance program is to be a smooth process.

Step III. (Continued)

C.

The SCHOOL ADMINISTRATOR must commit to guidance program improvement and be:

1. ready to partipate in planning,
2. ready to allocate resources and release time for planning,
3. ready to support abandonment of current activities that do not support new priorities.

D.

COUNSELORS must commit to guidance program improvement and be:

1. ready to become personally involved,
2. ready to assume key roles in planning for the developmental guidance program,
3. ready to assume managerial responsibilities for the developmental guidance program.

E.

The SCHOOL BOARD must commit to guidance program improvement and be:

1. ready to adopt policy statements,
2. ready to support planning time,
3. ready to participate in the planning process,
4. ready to lend fiscal support.

F.

SCHOOL STAFF must commit to guidance program improvement and be:

1. ready to consider new ideas and change.
2. ready to become personally involved.
3. ready to accept or support a new program.

Step IV. *Evaluate and Refine*

A.

The guidance team and others involved in planning and implementing a K-12 developmental guidance program must continually examine and refine the guidance program. Periodic formal evaluations must be conducted to ensure that the results of the program are what the district intended and that the developmental goals identified by the district are being addressed for all students.

B.

At the end of the school year, the guidance team will evaluate the total program. A summary of evaluation results should answer the following questions:

1. Were the students' assessed needs and the resulting goals reached within the timeline?
2. Was the program philosophy and goals for developmental guidance supportive and congruent with accrediting standards and legislative mandates?
3. Was administrative support of program planning and implementation sufficient?
4. Did the appropriate measurement teachniques such as questionnaires, standardized instruments and observations indicate that program goals were achieved?

Appendices

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Appendix A

Oklahoma Certification Requirements for School Counselor

Part I. Introduction

This certificate authorizes the holder to serve as a counselor at elementary and/or secondary level(s) in accredited schools in Oklahoma.

Part II. Special Criteria

A. Standard Certificate

1. Prerequisites
   a. The applicant shall hold a valid Oklahoma Standard or Provisional teaching certificate.
   b. The applicant shall have had a minimum of two (2) years classroom teaching experience or experience as a certified school counselor in an accredited school within the last five (5) years.
   c. The applicant shall have had at least twelve (12) months of cumulative work experience outside the field of education.
   d. The applicant shall have had one (1) year of counseling experience while holding a Provisional Level II School Counselor Certificate.

2. Requirements
   a. The applicant shall satisfy all "General Regulations" specified on pages 5-11 of the *Teacher Education and Certification Handbook*, 1987.
   b. The applicant shall have a master's degree from an accredited college or university and shall have completed an approved program for the preparation of school counselors. All course work shall be at the graduate level.
   c. The Standard School Counselor Certificate requires twenty-four (24) semester hours in the following:
      1) Core Requirements - minimum of twelve (12) semester hours:
         a) Introduction to Counseling and Guidance
         b) Career Education
         c) Individual Counseling Theory and Techniques
         d) Group Counseling Theory and Techniques
         e) Testing and Assessment

      The applicant shall complete one or both of the following options:

      2) Elementary Counselor Option requires twelve (12) semes-

ter hours to include a minimum of one (1) course in each of the following areas (a-d):

a) Developmental Guidance in Elementary Schools

b) Intervention Strategies for the Elementary Counselor

c) Practicum for Elementary Counselors

d) Child Growth and Development

3) Secondary Counselor Option requires twelve (12) semester hours to include at least one (1) course in each of the following areas (a-d):

a) Developmental Guidance in Secondary Schools

b) Intervention Strategies for the Secondary Counselor

c) Practicum for Secondary Counselors

d) Adolescent Growth and Development

B. Provisional Level II Certificate

1. Prerequisites

a. The applicant shall hold a valid Standard or Provisional teaching certificate.

b. The applicant shall have had a minimum of two (2) years classroom teaching experience or experience as a certified school counselor within the last five (5) years.

c. The applicant shall have had a minimum of twelve (12) months of cumulative work experience outside the field of education.

2. Requirements

a. The Provisional Level II School Counselor Certificate requires eighteen (18) semester hours in the following areas (1-8) with some work in each area:

1. Introduction to Counseling and Guidance
2. Developmental Guidance*
3. Individual Counseling Theory and Techniques
4. Group Counseling Theory and Techniques
5. Practicum*
6. Growth and Development*
7. Measurement
8. Career Education

b. The applicant shall pass the state teacher certification test for School Counselor.

Part III. School Counselor Certification Objectives

The objectives for the School Counselor Program appear in the *Objectives* manual of the Oklahoma Teacher Certification Testing Program.

* Appropriate to the level sought

Appendix B

American School Counselor Association Ethical Standards for School Counselors

Preamble

The American School Counselor Association is a professional organization whose members have a unique and distinctive preparation, grounded in the behavioral sciences, with training in clinical skills adapted to the school setting. School counselors subscribe to the following basic tenets of the counseling process from which professional responsibilities are derived.

1. Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief, or practice.
2. Each person has the right to self-direction and self-development.
3. Each person has the right to choice and the responsibility for decisions reached.
4. The counselor assists in the growth and development of each individual and uses his/her highly specialized skills to insure that the rights of the counselee are properly protected within the structure of the school program.
5. The counselor-client relationship is private and thereby requires compliance with all laws, policies, and ethical standards pertaining to confidentiality.

A. Responsibilities to Pupils

The school counselor:

1. Has a primary obligation and loyalty to the pupil, who is to be treated with respect as a unique individual.
2. Is concerned with the total needs of the pupil (educational, vocational, personal, and social) and encourages the maximum growth and development of each counselee.
3. Informs the counselee of the purposes, goals, techniques, and rules of procedure under which he/she may receive counseling assistance at or before the time when the counseling relationship is entered. Prior notice includes the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints.
4. Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent only the counselor's personal orientation.
5. Is responsible for keeping abreast of laws relating to pupils and ensures that the rights of pupils are adequately provided for and protected.
6. Makes appropriate referrals when professional assistance can no longer be adequately provided to the counselee. Appropriate referral necessitates knowledge about available resources.

Appendix B (Continued)

7. Protects the confidentiality of pupil records and releases personal data only according to prescribed laws and school policies. The counselor shall provide an accurate, objective, and appropriately detailed interpretation of pupil information.
8. Protects the confidentiality of information received in the counseling process as specified by law and ethical standards.
9. Informs the appropriate authorities when the counselee's condition indicates a clear and imminent danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other professionals.
10. Provides explanations of the nature, purposes, and results of tests in language that is understandable to the client(s).
11. Adheres to relevant standards regarding selection, administration, and interpretation of assessment techniques.

B. Responsibilities to Parents

The school counselor:

1. Respects the inherent rights and responsibilities of parents for their children and endeavors to establish a cooperative relationship with parents to facilitate the maximum development of the counselee.
2. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information, and staff consultation.
3. Treats colleagues with respect, courtesy, fairness, and good faith. The qualifications, views, and findings of colleagues are represented accurately and fairly to enhance the image of competent professionals.
4. Provides professional personnel with accurate, objective, concise, and meaningful data necessary to adequately evaluate, counsel, and assist the counselee.
5. Is aware of and fully utilizes related professions and organizations to whom the counselee may be referred.

D. Responsibilities to the School and Community

The school counselor:

1. Supports and protects the educational program against any infringement not in the best interest of pupils.
2. Informs appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel, and property.
3. Delineates and promotes the counselor's role and function in meeting the needs of those served. The counselor will notify appropriate school officials of conditions which may limit or curtail their effectiveness in providing services.
4. Assists in the development of (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet pupil needs, and (3) a systematic evaluation process for guidance and counseling programs, services, and personnel.
5. Works cooperatively with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.

E. Responsibilities to Self

The school counselor:

1. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
2. Is aware of the potential effects of personal characteristics on services to clients.
3. Monitors personal functioning and effectiveness and refrains from any activity likely to lead to inadequate professional services or harm to a client.
4. Strives through personal initiative to maintain professional competence and keep abreast of innovations and trends in the profession.

F. Responsibilities to the Profession

The school counselor:

1. Conducts herself/himself in such a manner as to bring credit to self and the profession.
2. Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices.
3. Actively participates in local, state, and national associations which foster the development and improvement of school counseling.
4. Adheres to ethical standards of the profession, other official policy statements pertaining to counseling, and relevant statutes established by federal, state, and local governments.
5. Clearly distinguishes between statements and actions made as a private individual and as a representative of the school counseling profession.

G. Maintenance of Standards

Ethical behavior among professional school counselors is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues, or if counselors are forced to work in situations or abide by policies which do not reflect the standards as outlined in these *Ethical Standards for School Counselors* or the AACD *Ethical Standards*, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor shall utilize the channels established within the school and/or system. This may include both informal and formal procedures.
2. If the matter remains unresolved, referral for review and appropriate action should be made to the Ethics Committee in the following sequence:
   — local counselor association
   — state counselor association
   — national counselor association

Appendix B (Continued)

H. References

School counselors are responsible for being aware of and acting in accord with the standards and positions of the counseling profession as represented in such official documents as those listed below. A more extensive bibliography is available from the ASCA Ethics Committee upon request.

Ethics Standards (1981). American Association for Counseling and Development. Alexandria, VA.

Ethical Guidelines for Group Leaders (1980). Association for Specialists in Group Work. Alexandria, VA.

Principles of Confidentiality (1974). ASCA Position Statement. American School Counselor Association. Alexandria, VA.

Standards for Educational and Psychological Tests and Manuals (1974). American Psychological Association. Washington, D.C.

Ethical Principles in the Conduct of Research with Human Participants (1973). American Psychological Association. Washington, D.C.

(*Ethical Standards for School Counselors is an adaptation of tht ASCA Code of Ethics* (1972) and the California School Counselor Association *Code of Ethics* (revised, 1984). Adopted by the ASCA Delegate Assembly March 19, 1984.)

Appendix C

American School Counselor Association (ASCA)

Position Statement

Developmental Guidance and Counseling Program

Introduction

This position of the American School Counselor Association (ASCA) describes the elements of a comprehensive and developmental guidance and counseling program and the criteria upon which the quantity and responsibilities of qualified, differentiated staff members is based. The ASCA statements of counseling role and function for the elementary, middle/junior high, secondary and postsecondary settings are an integral part of the design and implementation of guidance and counseling programs.

Philosophy

"Who am I?" "Who can I become as a person?" and "How can I best contribute to society?" are questions which guidance and counseling programs help all individuals to answer. In their design and operation, guidance and counseling programs exist to improve the learning environment by involving students, staff, parents, community and others who influence the learning and development of the persons served by the program. Through individual and group contacts over a period of time, the counselor has a major role in helping all persons develop more adequate and realistic concepts of themselves, become aware of educational and occupational opportunities and integrate their understanding of self and opportunities in making informed decisions.

Program Goals

A guidance and counseling program provides for direct involvement of a service to students, staff and community in order to facilitate achievement of the following program goals. Assists persons in developing:

1. A better understanding and acceptance of themselves; their strengths and limitations; aptitudes, needs, values, interests and worth as unique individuals;
2. Interpersonal relationships on the basis of mutual respect;
3. Problem solving and decision making;
4. Accepting increased responsibility for their educational, occupational and avocational development.

Appendix C
(Continued)

Standards

These standards are set forth in a manner which allows local school districts, institutions, agencies, and others to design and implement guidance and counseling programs consistent with the unique needs found within each setting.

Program

1. There is a written guidance curriculum developed by counselors and with the involvement of appropriate others, specifying the overall guidance and counseling program as it involves and relates to the needs of the person in the school, institution, agency, and community.
2. The basic program of guidance and counseling involves the process of consulting, providing information and coordinating services for all students. The program is comprehensive, developmental and is implemented through the guidance curriculum and through specialized approaches. Orientation, information, appraisal, placement, follow-up, follow-through, referral, and research activities are included in the program.
3. There is evidence that all persons throughout the school, institution, agency, and community have on-going opportunity to participate in the guidance and counseling program.
4. There is evidence that the guidance and counseling program is systematically planned, implemented and evaluated.
5. There is evidence that the guidance and counseling program may be continued on an extended basis during periods when classes are not in session as deemed appropriate for each school district, institution, or agency. When each school district, institution, or agency deems that these additional services are desired, counselors should be appropriately compensated.
6. The guidance and counseling program should be community oriented. If services are to be provided to preschoolers, dropouts, graduates, and other community citizens, additional staffing needs to be provided.
7. Counselor-taught or initiated units in decision making, values clarification, career planning, test taking/study skills and/or similar units are offered.
8. The guidance and counseling program serves three- to five-year-old children and their parents where pre-elementary school settings exist and there is an existing elementary guidance and counseling program.
9. The guidance and counseling program provides other innovative service(s) or activities which are designed to meet unique needs.

Staff

ASCA holds the position that appropriate numbers of staff shall be employed to implement a guidance and counseling program designed to meet the needs of the persons involved in the program. There is a direct correlation between the quantity and quality of guidance and counseling services and the number to provide that service.

1. The guidance and counseling staff is qualified and appropriately certified/licensed according to state agency standards.
2. The guidance and counseling staff is responsible for the design, implementation, and evaluation of the services and activities prescribed in the program.
3. Professional, secretarial and/or paraprofessional staff are adequate in numbers to meet the objectives of the guidance and counseling program.
4. Provision is made for staff to attend or participate in intra and inter-professional meetings and activities inside and outside the state.

Facilities

Appropriate and meaningful guidance and counseling activities with individuals and groups take place in a wide variety of settings, the specific environment often being determined by circumstances. There are, however, continuing student, program, and staff needs in which privacy and confidentiality of conversation and records require specific counseling facilities.

1. Each counselor is provided with pleasant, private quarters conducive to conferences of a confidential nature and adquate in size to accommodate three to five persons.
2. The counseling facilities are located in an area readily accessible to students and others.
3. Each counselor's quarters is equipped with adequate telephone service.
4. A conveniently located area adequate for group guidance and counseling activities is available.
5. Adequate provision is made for the storage and display of all records and materials used by the counselor(s) in carrrying out the guidance and counseling program.
6. Career resource center(s) are established and appropriately staffed to facilitate use of career awareness, exploration, planning, preparation, and progression of materials, equipment, and supplies.

Materials and Equipment

There is adequate budget for purchasing, maintaining and developing the materials and equipment necessary to achieve the objectives of the guidance and counseling program.

Adopted 1974; reviewed and reaffirmed 1980; revised 1986

Appendix D

American School Counselor Association (ASCA)

Position Statement

The School Counselor and Developmental Guidance

During recent years a number of counselor educators and school counselors have advanced the proposition that counseling can and should become more proactive and preventative in its focus and more developmental in its content and process. Viewed in the context of an evolving societal emphasis upon personal growth and an expanding professional expertise, developmental guidance has resulted in a potentially dynamic and promising approach to the helping relationship of the school counselor. The concept of developmental guidance has been discussed under various rubrics, such as (deliberate) psychological education, human relations training and preventive mental health. Developmental guidance is reaffirmation and actualization of the belief that guidance is for all students and that its purpose is to maximally facilitate personal development.

Definition

Developmental guidance is that component of all guidance efforts which fosters planned intervention within educational and other human development services programs at all points in the human life cycle. It vigorously stimulates and actively facilitates the total development of individuals in all areas — personal, social, emotional, career, moral-ethical, cognitive, aesthetic — and to promote the integration of the several components into an individual lifestyle.

Endorsement

The American School Counselor Association (ASCA) formally endorses, supports, and encourages the incorporation of developmental guidance in the role and function of the school counselor.

Antecedents

In the past the role of the school counselor has suffered from the restrictions of historical precedent, philosophical tradition, financial support, administrative definition, and counselor selection and preparation. Counselor functions have often been limited to crisis management, adjustment coordination, vocational guidance, and clerical and quasi-administrative tasks.

Catalysts

Prompted by cultural change, progressive philosophy, advancement of knowledge and methodological improvement in the behavioral sciences, a climate of open public discourse, pressures of educational accountability, institutional economics, and professional survival, the "traditional" work of the school counselor is in need of well-seasoned revision.

Appendix D (Continued)

Direction

If counseling is viewed humanistically, holistically and comprehensively — that is, developmentally — then the rationale for developmental guidance is clearly defined: counseling should be habilitative as well as rehabilitative, proactive as well as problem-reductive and characterized by remedial, skill-additive as well as problem-reductive and characterized by outreach as well as availability. Developmental guidance is the summative terminology which connotes this emphasis.

Specifically, then, developmental guidance refers to the process and content of confluent human development as promoted by planned, purposeful, and sequential intervention.

Content

The content of developmental guidance will vary according to the developmental levels, stages, and needs of participants; counselor competence and resources; and other factors. Examples of programs of contemporary interest include the following: human development (theories, stages, tasks, principles); career development (awareness, exploration, selection, employability skills); academic development (achievement motivation, study skills, test preparation, test wiseness); communication skills; interpersonal relations; decision making; values clarification; marriage and family planning; parent education; moral development; affective education; conflict resolution; leadership training; assertion training; relaxation training; human sexuality; drug education; death education; and situational adjustment and self-management (divorce adjustment, depression management, weight control, behavior modification). This list is not exhaustive.

Intervention

Many means and resources for developmental guidance intervention are available, and counselors should select from among these alternatives according to needs identified in his or her work situation. Examples of means of delivery include: mini-courses, academic release time from designated classes of developmental guidance activities, curricular scheduling of guidance activities, extended hours (after school and evening) and classroom guidance. Examples of techniques and resources include: resource centers and libraries; programmed texts and workbooks; cofacilitation and consultation with teachers; paraprofessionals, peer counselors, and others; counseling and educational kits; curricular aids, media, bibliotherapy, cinematherapy; contracting; and experiential education. Examples of strategies include: direct service delivery, consultation, team teaching, peer facilitating and paraprofessional counseling.

Medium of Delivery

In terms of efficiency, as well as effectiveness, group approaches are the preferred medium of delivery for developmental guidance activities. By definition, "group" refers to a natural or created cluster of individuals, as small in number as two or of unlimited size. The clusters may be identified as families, classrooms and grades, employees, clients or other composites of persons who come together as a result of shared need or purpose, common attributes and/or other coincident characteristics.

Competencies

Essential preparation for developmental guidance intervention involves a thorough understanding of human development (descriptive and theoretical); knowledge of counseling theory and practice; competence in counseling techniques and group processes; skill in program development and management; assessment, appraisal and diagnostic skills based on developmental concepts; practical competence in basic statistics, applied research and program evaluation methods; and specific knowledge in the area of developmental emphasis. The counselor should be personally effective and comfortable in all areas in which developmental guidance intervention is offered.

Developmental guidance specialists must, at a minimum, be able to effectively deal with questions such as: what are the general characteristics, expectations, tasks and behaviors of individuals at this stage of development? What are this individual's characteristics, expectations, tasks, and behaviors? What can impede the process of development for this individual? What will facilitate the process of development for this individual?

Because the emphasis on developmental guidance is fairly new, counselor educators may need to modify the counselor education curriculum in order to prepare counseling students as proficient developmental interventionists. Because such an approach has often been taught as an ideal rather than as reality, as an attitude instead of a skill, counselor educators may be required to further develop their educative role.

Counseling students should seek to add the skills of developmental guidance intervention to their repertoire — if necessary, through adjuncts and alternatives to the usual counselor education curricula. Practicing counselors whose programs did not include developmental guidance components should seek to acquire the skills of developmental guidance intervention as part of their professional renewal efforts.

The developmental guidance counselor should be involved in a continuing program of professional improvement in developemental guidance expertise and strategies.

Competencies may be acquired, maintained, and improved through a variety of means, for example, graduate study, workshops, institutes and seminars, meetings and programs of professional associations, self-study of journals, contemporary texts and instructional manuals, in-service education, continuing and extended education, internships, and consultation.

Implementation

Many administrators, teachers, other school personnel, students, and parents will be unaccustomed to the concept, intent and outcome of developmental guidance; therefore, the counselor's competence must be visible; program development and planning through; rationale for program convincing; conduct of procedures professional; and programs measured, evaluated and reported effectively, both formally and informally.

Implementation strategies for the initiation of developmental guidance will require both assertiveness and ingenuity. The entire guidance

Appendix D (Continued)

community, ASCA and its constituent organizations should strive to work in harmony to facilitate the implementation of developmental guidance programs.

The true impact of the developmental guidance concept loses meaning when discussed as a lofty goal, abstract concept or as an isolated piece of rhetoric. For the concept of a sequential and developmental guidance program to be truly meaningful to both the professional staff as well as parents and students, it must be part of a comprehensive K-12 guidance plan. A plan which states its aims in measurable outcomes for all students, specific activities and a built-in evaluation procedure with provisions for necessary annual revisions.

There is a necessity for some form of needs assessment which addresses the legitimate needs of the entire school community. The counselor needs to be realistic in evaluating time and fiscal parameters. A curriculum for each grade level or special area is then developed, implemented, assessed and revised annually. In-service education needs to be considered when necessary.

School counselors need to develop their abilities to teach the attitudes necessary to enhance the academic success of their counselees; i.e., for a student to succeed in geometry, the student needs more than the usual mathematical concepts. In addition, they need to deal with structure, boredom, intimidation and frustration.

The plan should be presented to the appropriate educational agency for adoption. The effects of a written comprehensive K-12 guidance plan helps the consumer to realistically become aware of the goals, objecties and true roles of their local guidance department.

Guidelines

There are several general principles which should help insure quality and effectiveness in the implementation of developmental guidance:

1. The program should be systematic, sequential, and comprehensive.
2. The program should be jointly founded upon developmental psychology, educational philosophy and counseling methodology.
3. Both process and product (of the program itself and the individuals in it) should be stressed.
4. All the personal domains — cognitive, affective, bahavioral, experiential, and environmental — should be emphasized.
5. Programs should emphasize preparation for the future and consolidation of the present.
6. Individualization and transfer of learning should be central to program procedure and method.
7. Evaluation and corrective feedback are essential.

Appendix E

Recommended Role of the School Counselor

Elementary Level

School counselor roles seem to have run the gamut: they're all things to all people; they're miracle workers; they're only record-keeping and scheduling clerks; they own the guidance program. When researchers look at role perceptions and actual vs. ideal roles, they find both consensus and conflict (Bonebrake & Borgers, 1984; Furlong, Atkinson, & Janoff, 1979; Lock, 1978). Variations in role and role perceptions may occur not only between districts and states, but among different groups within a school community and from school to school within a system. Current concerns for accountability and the economic bottom line further complicate attempts at counselor role definitions.

Developmental Role of School Counselors

The American School Counselor Association (ASCA) (1981, 1984) has defined the role of school counselors as "developmental", an approach based on models of the developmental psychology of children and adolescents, and on planned interventions to assure school life success. This approach emphasizes a proactive, facilitative counselor role in fostering the learning and growth of all students, as opposed to crisis management, trouble shooting, therapeutic counseling, or advisement for the few. The major areas of developmental need which determine counselor interventions are personal, social, academic and career.

K-12 Comprehensive Developmental Guidance

Counseling leaders regard statewide K-12 comprehensive developmental guidance programs as the most effective way to establish the developmental counselor role. This broadly defined as providing structured developmental guidance through individual and small group counseling (aimed at both content and process needs); large group guidance (including classroom and curricular guidance); consultation with and inservice training of teachers; consultation with and education of parents; and coordination of related guidance services (ASCA, 1984; Brown, Lamm, & Peace, 1985). The implications for counselor training include renewed emphasis on child and adolescent growth and development, group work, and consultation.

Elementary Developmental Guidance

Guidance at the elementary level, including preschool, is directed to young children's developmental stages, defined by leading developmental psychologist Erik Erikson as autonomy vs. mental doubt, initiative vs. guilt, and industry vs. inferiority. Other determinants include the importance of children's first home-to-school transitions and the organization of the school into single-teacher, self-contained classrooms.

Appendix E (Continued)

Counselor Role in Elementary Guidance

Counselor roles in elementary developmental guidance include the following (ASCA, 1981):

1. Consult with teachers to plan and implement guidance activities, and to incorporate developmental concepts into instructional plans and the classroom environment, especially in the early grades. The purpose is to maximize the developmental benefits of individual children, and to prevent or reduce serious problems. Because elementary students are with the same teacher all day, the consulting role can have significant impact. Consulting approaches include mental health, behavioral, organizational development, and Adlerian-based (Umansley & Holloway, 1984).
2. Counsel, educate and/or consult with parents about child growth and development, family communication skills, and the parental role in encouraging learning. Through these efforts, the counselor becomes a principal liaison between home and school, a role all the more important for its potential to increase parents' involvement in their children's education. Research consistently demonstrates that this involvement leads to increased school support by both parents and the general public.
3. Cooperate with other school staff in the early identification, remediation or referral of children with exceptionalities or developmental deficiencies.

List of Role/Function Descriptions

A reprentative list of elementary role/function descriptions is provided below (Furlong, et al., 1979). The study for which this list was devised confirmed earlier finding that counselors perceived counseling as the primary actual and ideal role, followed by consultation, pupil appraisal, parent help, and referral.

1. **Counseling**. Assists students through individual and small group sessions to understand and accept themselves, and to become responsible for their choices and actions.
2. **Consultant**. Works closely with administration and staff to meet individual student needs, including special programs and workshops.
3. **Pupil Appraisal**. Coordinates the accumulation, organization, and maintenance of confidential pupil files. Interprets this information to help identify students with special abilities and needs.
4. **Parent Help**. Holds individual and group conferences with parents and acts as a resource person on child growth and development.
5. **Referral**. Coordinates referrals to other specialists in pupil personnel services and agencies in the school and the community.
6. **Program Planning**. Coordinates activities of school personnel, parents, pupils, and community in planning and developing the guidance program.
7. **Career Development**. Coordinates and implements a career awareness program, including curriculum suggestions to teachers.
8. **Change Agent**. Attempts to change those aspects of the school environment that are detrimental to the development of the child.
9. **Ombudsman**. Acts as a spokesperson and advocate for the individual student.

Appendix E (Continued)

10. **Disciplinarian/Behavior Modifier**. Acts as a resource person to the teacher by intervening to change the disruptive behavior of students.
11. **Public Relations**. Interprets guidance services to school staff, parents, and community groups through special programs and media.
12. **Local Research.** Coordinates research in the following areas: follow-up of graduates, the relationship between aptitude/achievement tests and academic performance, student population characteristics, and guidance systems evaluation.
13. **Curriculum Planning**. Coordinates the development of curriculum to meet the academic needs of students with special needs.
14. **Screening**. Coordinates interviewing of new students and parents prior to enrollment, including preliminary diagnostic testing.

Counselor Role Essentials.

If counselors are to have a realistic and effective role, it is essential to (1) assess local needs and resources, (2) establish priorities and clear objectives, (3) build in evaluation procedures, (4) communicate with the school staff and school community, and (5) work closely with staff members as a cohesive team. Otherwise, counselors are at risk of becoming what they cannot and should not be: miracle workers, sole owners of the guidance program, or the school's administrative catch-all. Ultimately, the guidance program will be only as good as the support that parents and administrators give to it — especially to the role of the counselor as a professional facilitator/educator.

Appendix E
(Continued)

Recommended Role of the School Counselor: *Middle/Junior Level*

School counselor roles seem to have run the gamut: they're all things to all people; they're miracle workers; they're only record-keeping and scheduling clerks; they own the guidance program. When researchers look at role perceptions and actual vs. ideal roles, they find both consensus and conflict (Bonebrake & Borgers, 1984; Furlong, Atkinson, & Janoff, 1979; Lock, 1978). Variations in role and role perceptions may occur not only between districts and states, but among different groups within a school community and from school to school within a system. Current concerns for accountability and the economic bottom line further complicate attempts at counselor role definitions.

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Middle/Junior Developmental Guidance

Middle or junior high schools are typically characterized as flexible, exploratory and transitional. Effective guidance programs at this level are directed to the developmental stages of emerging adolescents and take into account their rapid, but highly varying role of change (Cole, 1981). Leading developmental psychologist Erik Erikson has defined the stages for this age as industry vs. inferiority and group identity vs. alienation.

Counselor Role in Middle/Junior High Guidance

Counselor roles in developmental guidance for this level include the following (ASCA, 1981):

1. Through group guidance, peer facilitators and staff inservice, assist students in the transition to greater responsibility for their own learning and personal development.

2. Through teacher inservice, consultation and co-teaching, incorporate developmental units in such curriculum areas as English, social studies, health and home economics.
3. Organize and implement a career guidance program focusing on assessment of students' career maturity and career planning status, access to relevant career information, and assistance in processing the information for school-related decisions.

Selected Counselor Roles

Group Counseling. Group counseling is particularly effective at this level because it provides a comfortable setting for young adolescents, as well as an opportunity to practice communication skills, try out new behaviors, and receive feedback. The focus of group counseling can be developmental issues, which helps reduce the need for crisis counseling when growth and change occur, or specific problems such as divorce or substance abuse (Guillen, 1981; Peters, 1985). Examples of developmental issues include: self-awareness and self-esteem, personal relationships, social skils, questions of conscience and conformity, sexual and sex role behavior, decision making, values clarification, academic performance and study skills, and career/vocational concerns.

Peer Facilitator Programs. The importance of the peer group at this level provides school counselors with a built-in opportunity to develop effective peer facilitor programs (ASCA, 1984). Studies have demonstrated that students trained in one-to-one and group skills, for both non-academic and academic areas, can produce substantial benefits for their peers as well as themselves. One advantage, though difficult to measure, is that peer facilitators interacting naturally, during "off hours" may contribute to the long-term maintenance of positive changes.

The school counselor's role in peer facilitating is to design, implement, and evaluate the program. Specific responsibilities include: devising a peer facilitator selection plan suitable for the population to be served; coordinating or providing peer facilitator training; meeting regularly with peer facilitators for continued training, supervision, sharing and personal growth; monioring and evaluating both the training and the program; and communicating the results.

Parent Education. Students' growing independence and preoccupation with their peers may mean hard times for parents. School counselors can help considerably by conducting parent education groups (as well as individual conferences) on normal stages of development and specific problems/issues. While a number of prepackaged programs are available, counselors can also develop their own or lead loosely organized discussion groups (Huhn & Zimpfer, 1984). The most effective programs use a behavioral approach and teach communication skills and behavior management.

Additional benefits from such programs are the increased visibility and status of the counselor as an authority in child/adolescent development; the gain in counselor skills and knowledge beyond traditional areas of expertise; and the establishment of the counselor's liaison role between school, home and community.

Appendix E (Continued)

Counselor Role Essentials

If counselors are to have a realistic and effective role, it is essential to (1) assess local needs and resources, (2) establish priorities and clear objectives, (3) build in evaluation procedures, (4) communicate with the school staff and school community, and (5) work closely with staff members as a cohesive team. Otherwise, counselors are at risk of becoming what they cannot and should not be: miracle workers, sole owners of the guidance program, or the school's administrative catch-all. Ultimately, the guidance program will be only as good as the support that parents and administrators give to it, especially to the role of the counselor as a professional facilitator/educator.

Recommended Role of the School Counselor

Secondary Level

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Secondary Developmental Guidance

Secondary guidance is directed to the developmental stages of early and late adolescence, defined by leading developmental psychologist Erik

Erikson as group identity vs. alienation and individual identity vs. role diffusion. Counselor roles as this level include the following (ASCA, 1981):

1. Organize and implement through interested teachers guidance curricula interventions that focus on important developmental concerns (e.g., identity, career choice and planning, social relationships).
2. Organize and make available comprehensive information systems for educational-vocational planning and decision making.
3. Assist students with assessment of competencies, interests, aptitudes, needs and career maturity, for use in such areas as course selection, post-high school planning, and career choices.
4. Provide remedial interventions or alternative programs for those students showing in-school adjustment problems, vocational immaturity, or general negative attitudes toward personal growth.

Model Job Description

In a model job description developed for a state comprehensive guidance program (Georgia, 1984), the secondary counselor's role focuses on four basic components. Each component description includes a rank-ordered list of roles and recommended allocations of time: (1) Guidance curriculum (35%) — classroom guidance, group guidance, group teacher advisement, and peer programs. (2) Individual planning (15%) — individual advisement, placement, and individual appraisal. (3) Responsive services (25%) — group counseling, individual counseling, consultation, information giver/disseminator, and referral. (4) System Consort (25%) — program development and evaluation, staff development, materials development, parent education, testing program, and community relations.

Recent Research on Counselor Role and Secondary Guidance

Ongoing research on counselor role perceptions suggests that parents, counselors, administrators, and the business community generally agree with the ASCA definitions and orders of importance (Helms &Ibrahim, 1985, et al., 1983). Although the investigators found it significant that there is less discrepancy in role perceptions than in the past, they emphasize the importance of conducting annual needs assessments and educating the public on counselor role issues and program priorities.

State guidance directors were surveyed recently about their perceptions of the status of secondary guidance (Peer, 1985). The 37 respondents (74%) showed strong concern in a number of areas; e.g., nonprofessional counselor roles, the lack of statewide guidelines, and the under-delivery of services in career guidance, group guidance, and group counseling. Recommendations to counselors included: (1) Establish a broad-based steering committee to direct and evaluate the program, and to provide annual written plans and evaluations. (2) Make concerted programming efforts to teach all students a guidance curriculum. (3) Make secondary guidance a statewide educational issue.

Importance of Career Guidance

The needs and expectations for career guidance have risen to an all-time high, creating an opportunity for school counselors to assume leadership in the implementation of career development outcomes (ASCA, 1984b). The potential for meeting these needs is also greater; for

Appendix E (Continued)

example, in the areas of computer-assisted career information/guidance systems, and the untapped resources of parents. While the use of computer-assisted systems carries both promises and pitfalls, the systems have been shown to be effective in several ways — disseminating career information, assisting students in clarifying values and goals and making plans, facilitating career maturity, and promoting career awareness and information-seeking activities (Cairo, 1983).

In the area of parent resources, research has consistently demonstrated parents' substantial impact on adolescent career decision making (Daniels, Karmos, & Presley, 1983). Counselors can tap into this resource by functioning as adult educators with parents, and by developing programs that will maximize the expertise and influence of both parents and counselors.

Counselor Role Essentials

If counselors are to have a realistic and effective role, it is essential to (1) assess local needs and resources, (2) establish priorities and clear objectives, (3) build in evaluation procedures, (4) communicate with the school staff and school community, and (5) work closely with staff members as a cohesive team. Otherwise, counselors are at risk of becoming what they cannot and should not be: miracle workers, sole owners of the guidance program, or the school's administrative catch-all. Ultimately, the guidance program will be only as good as the support that parents and administrators give it — especially to the role of the counselor as a professional facilitator/educator.

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Editor, ERIC/CAPS

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Appendix F

Public Relations in the School

1. Get information to students on how to contact the counselor.
2. Have articles in the school paper regularly.
3. Accept all invitations to explain your program.
4. Pass on new career bulletins and booklets to teachers and help them relate career opportunities to their subject areas.
5. Team with teachers to present group guidance lessons.
6. Share ideas with school staff.
7. Present a Career Of The Week. Briefly describe a career on Monday over the public address system, have a speaker on Tuesday, and do something featuring the week's career each day.
8. Sponsor a Career Day.
9. At the beginning of the school year, plan how teachers and counselors can team together to better assist each other in meeting student needs.
10. Publish a guidance newsletter.
11. Participate in in-service meetings. Volunteer to be on programs.
12. Talk to superintendents, principals, and teachers about the guidance and counseling program.
13. Work with new students to explain the services of the guidance department.
14. At the end of the year send principal, local staff, guidance committee, supervisor, superintendent, and board members an evaluation of the program based on it's objectives.
15. Organize and maintain a guidance committee.
16. Work to clarify the counselor's role in the school. Be aggressive enough to set limitations in accordance with this role.
17. Develop a guidance calendar for the month and publicize it.
18. Keep a log showing daily activities; summarize the number of times or the length of time spent on various tasks; give a brief description of what each task includes and its value.
19. Meet regularly with your principal and school staff to share successes, concerns, needs, etc.
20. Offer to be a speaker annually at a PTA meeting to inform regarding: developmental needs of children, counselor role, competencies basic to cognitive learning.

Public Relations in the Community

1. Participate in radio and television programs to create an awareness of the Guidance and Counseling Program.
2. Write newspaper articles.
3. Create opportunities to share the program.
4. Know and share ideas with the people who work in helping agencies in the community.

Appendix F
(Continued)

5. Conduct an awareness campaign to let parents know about the program.
6. Volunteer to speak to local publics (e.g., service and civic clubs).
7. Develop a guidance brochure and ask the local groceries to put one in each grocery bag Fridays and Saturdays.
8. Have counselor business cards.
9. Organize parent groups to focus on topics of mutual interest.
10. Seek exhibit space for a guidance presentation (e.g., a bank or store window) to inform the general public about the services a counselor offers. Have children help develop the exhibit.
11. Make use of publications of the American School Counselor Association to promote awareness of the role of the counselor; lists and prices available from ASCA.
12. Discuss the importance of occupational information with local service or civic clubs. Explain how important it is for students to be able to talk in an informal atmosphere with someone who actually is working at a particular job. Ask for volunteers. Provide a guide for their talks. Have each member who volunteers complete a Career Speaker Reference Card for the occupational resource file.
13. Encourage community cooperation by inviting local service and civic club leaders to assist in publicizing career nights and in obtaining career speakers. All the schools in a region might cooperatively develop a career night.
14. Local associations could stamp the following on their envelopes:
    School counselors say . . ."It's Better to Build Children Than to Repair Adults."
    School Counselors — helping to individualize and personalize the learning process.
    School Counselors — helping to develop pupil self-reliance through self-understanding.
    School Counselors — helping pupils maximize their growth and development.
    School Counselors — helping pupils by means of counseling, coordinating, and consulting services.
15. Share ideas with business and industry groups.
16. Make annual presentations to the school board. Film presentations are especially effective!
17. Seek senior citizens to assist with your program where possible.
18. Be professional. Attend guidance meetings — professionalism is contagious.
19. Believe in the worth of guidance. Talk it, walk it, preach it, teach it.
20. Identify "Guidance and Counseling ALLIES" and keep in touch with them.

Appendix G

Counselor Assessment of the Guidance Program

I. Developmental Program Components	Yes	No	Uncertain
A. Program Organization and Implementation			
1. Guidance activities for all students are included.	☐	☐	☐
2. Individual counseling, group guidance, and counseling services are scheduled for all students.	☐	☐	☐
3. Teachers are involved in planning the program.	☐	☐	☐
4. The results of a needs assessment are used in planning programs and activities.	☐	☐	☐
5. Inservice meetings with the staff are scheduled.	☐	☐	☐
6. A timeline for programs and activities is developed.	☐	☐	☐
7. Career guidance activities are provided for all students and cover decision-making skills, employment skills, and employment operations.	☐	☐	☐
B. Sequencing of the Developmental Guidance Program			
1. The plan for implementing grade-level activities has been carried out.	☐	☐	☐
2. Periodic checks were made to determine if all students were being served.	☐	☐	☐
3. Objectives in all three component areas (personal/social, career, and learning) were evaluated.	☐	☐	☐
C. Classroom Guidance			
1. Classroom units on areas of developmental guidance were coordinated with teachers.	☐	☐	☐
2. Sessions on planning classroom guidance were held with teachers.	☐	☐	☐
3. Career guidance activities were integrated into academic subject-area classes.	☐	☐	☐

Appendix G
(Continued)

	Yes	No	Uncertain
D. Group Guidance and Counseling			
1. Special interest and needs activities based on a needs assessment were provided on the following topics during this period.			
Developing self-esteem	☐	☐	
Understanding change	☐	☐	
Individual differences	☐	☐	
Career exploration	☐	☐	
Communication skills	☐	☐	
Understanding the world of work	☐	☐	
School expectations	☐	☐	
Learning process	☐	☐	
Decision making	☐	☐	
Others	☐	☐	
2. Evaluations are made of group guidance and counseling objectives.	☐	☐	☐
E. Orientation			
1. Visits are made to feeder schools in reference to orientation activities.	☐	☐	☐
2. Visits are made to the classroom in reference to the guidance program.	☐	☐	☐
3. Contacts are made with feeder schools about school programs and activities.	☐	☐	☐
4. Sessions with each grade are held during this period.	☐	☐	☐
5. Meetings are held with administration and faculty in reference to curriculum concerns.	☐	☐	☐
F. Public Relations			
1. Meetings with the guidance team are held regularly.	☐	☐	☐
2. Sessions are held to acquaint guidance publics with services available to them.			
A. Students	☐	☐	☐
B. Faculty	☐	☐	☐
C. Parents	☐	☐	☐
D. Community	☐	☐	☐
E. School Board	☐	☐	☐
3. Presentations were made to acquaint the public with the accomplishments in guidance.	☐	☐	☐

Appendix G
(Continued)

II. What problems did you encounter in conducting the guidance program?

III. What specific events did you experience that enhanced your program?

IV. Indicate the changes in and/or to guidance services that are planned or anticipated.

Information courtesy of the Florida State Department of Education.

Appendix H

Needs Assessment
Teacher
Elementary Level

Please indicate whether or not the children in your class need help in the areas mentioned below. Indicate your choice by CIRCLING:

Y for **YES** **N** for **NO** **U** for **UNCERTAIN**

School Work and Study Skills

Most of the children in my class need assistance in:

1.	**Y**	**N**	**U**	Learning to study better.
2.	**Y**	**N**	**U**	Learning to listen better in school.
3.	**Y**	**N**	**U**	Learning to keep their minds on school work until it is finished.
4.	**Y**	**N**	**U**	Feeling more comfortable in class discussions.
5.	**Y**	**N**	**U**	Learning to organize time better.
6.	**Y**	**N**	**U**	Learning to do better work on assignments.
7.	**Y**	**N**	**U**	Learning to prepare for taking tests.
8.	**Y**	**N**	**U**	Having a chance to talk about how they feel about school.
9.	**Y**	**N**	**U**	Developing more positive attitudes toward school.

Planning for the Future

Most of the children in my class need assistance in:

10.	**Y**	**N**	**U**	Understanding why people work.
11.	**Y**	**N**	**U**	Finding out what things they can do best.
12.	**Y**	**N**	**U**	Learning what different jobs are like.
13.	**Y**	**N**	**U**	Learning how their school work will help them in future jobs.
14.	**Y**	**N**	**U**	Learning what kind of training would be good for a specific career.
15.	**Y**	**N**	**U**	Understanding how their interests and abilities relate to their future career.
16.	**Y**	**N**	**U**	Finding out what people do in different jobs.
17.	**Y**	**N**	**U**	Learning about what kinds of jobs or roles of which they might be happy.

Appendix H
(Continued)

Feelings About Themselves and Others

Most of the children in my class need assistance in:

18.	Y	N	U	Learning how to make friends.
19.	Y	N	U	Getting along better with adults.
20.	Y	N	U	Getting along better with children their own age.
21.	Y	N	U	Speaking up for themselves more often.
22.	Y	N	U	Being more aware of the feelings of others.
23.	Y	N	U	Being more responsible for their own actions.
24.	Y	N	U	Understanding and dealing with their feelings.
25.	Y	N	U	Learning how their feelings affect their behavior.
26.	Y	N	U	Improving their self-concept.

Comments

Appendix H
(Continued)

Needs Assessment
Student
Primary Level

Put a circle around the right answer.

I am a: Boy Girl

School Work

I'd like help in:

1. **YES** **NO** Learning to study better.
2. **YES** **NO** Learning to listen better.
3. **YES** **NO** Learning to talk more in class discussion.
4. **YES** **NO** Learning to get my work done on time.

My Future

I'd like help in:

5. **YES** **NO** Finding out why people work.
6. **YES** **NO** Finding out what some jobs are like.
7. **YES** **NO** Finding out what things I can do best.
8. **YES** **NO** Learning about what kinds of jobs I might like.

Feelings About Myself and Others

I'd like help in:

9. **YES** **NO** Learning how to make friends.
10. **YES** **NO** Learning to get along better with adults.
11. **YES** **NO** Getting along better with children my own age.
12. **YES** **NO** Learning to show others how I feel.
13. **YES** **NO** Learning to feel better about myself.

Appendix H
(Continued)

Needs Assessment
Student
Intermediate Level

The counselor needs your help in finding out what students would like them to do this year. You can help by answering these questions. If you would like to help, CIRCLE:

Y for **YES** **N** for **NO** **U** for **UNCERTAIN**

Your teacher will demonstrate the sample question on the chalkboard.

SAMPLE QUESTION:

I'd like help in:

1. **Y** **N** **U** Learning to throw a ball better.

School Work and Study Skills

I'd like help in:

1. **Y** **N** **U** Learning to study better.
2. **Y** **N** **U** Learning to listen better in school.
3. **Y** **N** **U** Learning to keep my mind on school work until it is finished.
4. **Y** **N** **U** Feeling more comfortable in class discussions.
5. **Y** **N** **U** Learning to use my time better.
6. **Y** **N** **U** Learning to do better work on assignments.
7. **Y** **N** **U** Learning to prepare for taking tests.
8. **Y** **N** **U** Having a chance to talk about how I feel about school.
9. **Y** **N** **U** Learning to like school better.

Planning My Future

I'd like help in:

10. **Y** **N** **U** Understanding why people work.
11. **Y** **N** **U** Finding out what things I can do best.
12. **Y** **N** **U** Learning what different jobs I like.
13. **Y** **N** **U** Learning how my school work will help me in future jobs.
14. **Y** **N** **U** Learning what kind of training would be good for a specific career.
15. **Y** **N** **U** Understanding how my interests and abilities relate to my future career plans.
16. **Y** **N** **U** Finding out what people do in different jobs.
17. **Y** **N** **U** Learning about what kinds of jobs or roles I'd be happy in.

Appendix H
(Continued)

Feelings About Myself and Others

I'd like help in:

18.	**Y**	**N**	**U**	Learning how to make friends.
19.	**Y**	**N**	**U**	Getting along better with adults.
20.	**Y**	**N**	**U**	Getting along better with children my own age.
21.	**Y**	**N**	**U**	Speaking up for myself more often.
22.	**Y**	**N**	**U**	Being more aware of the feelings of others.
23.	**Y**	**N**	**U**	Being more responsible for the things I do.
24.	**Y**	**N**	**U**	Understanding and dealing with my feelings.
25.	**Y**	**N**	**U**	Feeling better about myself.

Comments

Appendix H
(Continued)

Needs Assessment
Teachers
Secondary Level

To plan school activities that will serve students, we need your help. Listed below are possible needs of students in your classes. Do NOT put your name on this survey form. Don't think a long time over your answers, but give them quickly as they come to your mind. Please respond to each item below by CIRCLING:

Y for **YES** **N** for **NO** **U** for **UNCERTAIN**

Personal Concerns

Most students in my classes need:

1. **Y N U** To understand, accept, and like themselves better.
2. **Y N U** To develop confidence in themselves.
3. **Y N U** To learn how to concentrate on what they are doing.
4. **Y N U** To know more about their strengths and weaknesses.
5. **Y N U** To learn how to control their temper.
6. **Y N U** To understand what they can realistically achieve.
7. **Y N U** To understand how their feelings affect their behavior.
8. **Y N U** To be able to state their own views.
9. **Y N U** To learn how to be more accepting of their appearance.
10. **Y N U** To talk about personal concerns with a counselor.

Decision Making

Most students in my classes need:

11. **Y N U** To set their goals in life.
12. **Y N U** To learn how to make decisions.
13. **Y N U** To receive help in selecting courses.
14. **Y N U** To be able to determine whether they've reached their goal.
15. **Y N U** To learn how to adapt to a changing world.
16. **Y N U** To understand more about the use/abuse of drugs, including alcohol.
17. **Y N U** To learn how to keep from putting things off until the last minute.

Appendix H
(Continued)

18. Y N U To think of the consequences of their behavior before they do something.
19. Y N U To learn how to make good use of their free time.

Relationships With Others

Most students in my classes need:

20. Y N U To develop better relationships with other students.
21. Y N U To have better relationships with teachers.
22. Y N U To learn how to tell others how they feel.
23. Y N U To know how to get along with their family.
24. Y N U To know how to get along with members of the opposite sex.
25. Y N U To have someone listen to them when they have a problem.
26. Y N U To develop friendships with both sexes.
27. Y N U To better understand adults.
28. Y N U To become more accepting of others.
29. Y N U To establish trust in their relationships with people.

Educational Development

Most students in my classes need:

30. Y N U To know about graduation requirements.
31. Y N U To have the counselor help them to find courses relevant to their future.
32. Y N U To understand their standardized test scores.
33. Y N U To be aware of the guidance services available.
34. Y N U To develop or maintain good study habits.
35. Y N U To know about financial aid.
36. Y N U To be aware of educational alternatives after high school.

Career Awareness

Most students in my classes need:

37. Y N U To be aware of career training offered in their high interest areas.
38. Y N U To know how their values affect their career choices.

Appendix H
(Continued)

39.	Y	N	U	To know how to apply and interview for jobs.
40.	Y	N	U	To get help in finding part-time or summer work.
41.	Y	N	U	To know how to prepare for careers in which they are interested.
42.	Y	N	U	To understand the changing roles and expectations of men and women.
43.	Y	N	U	To visit with people employed in their high interest areas.
44.	Y	N	U	To develop flexible career plans.
45.	Y	N	U	To have their parents involved in their career planning.
46.	Y	N	U	To be aware of the employment outlook in their future career areas.

Comments

Appendix H (Continued)

Dear Parent:
We would like your help in an important project to improve the guidance and counseling program of our school. As a first step in our project, we are asking students, parents and staff to complete this survey. If you have more than one student in our school, please fill out one survey for each. Your help is important to the success of this project.

Circle the grade of your son or daughter: 9 10 11 12

Mark the sex of your child: Male Female

Show how important each need is to you by CIRCLING the letter which shows what you think.

Y for **YES** **N** for **NO**

As a parent, my son/daughter needs: *Career Needs*

1. **Y** **N** To learn what career training is available while he/she is in high school.
2. **Y** **N** To find out what he/she is good at doing.
3. **Y** **N** To have his/her parents involved in his/her career plans.
4. **Y** **N** To talk to a counselor about career plans.
5. **Y** **N** To understand employment outlook in his/her interest areas.
6. **Y** **N** To obtain some on-the-job experience in his/her high interest areas.
7. **Y** **N** To know how to find out whether his/her interests, values and abilities match those needed on several jobs.
8. **Y** **N** To know what kind of work dropouts get.
9. **Y** **N** To develop career plans and goals.
10. **Y** **N** To be able to apply for a job both in writing and in person.
11. **Y** **N** To know what habits and aptitudes employers desire.

As a parent, my son/daughter needs: *Personal Needs*

12. **Y** **N** To be able to solve conflicts between his/her parents' desires and what his/her friends desire.
13. **Y** **N** To understand his/her values and the use/abuse of drugs, including alcohol.
14. **Y** **N** To have good relationships with teachers.

Appendix H (Continued)

15.	Y	N	To talk about personal concerns with a counselor.
16.	Y	N	To exercise self-discipline and behave appropriately.
17.	Y	N	To be able to talk with his/her family more easily.
18.	Y	N	To be himself/herself rather than try to be what someone else wants him/her to be.
19.	Y	N	To be a better listener and respond better to others.
20.	Y	N	To know that his/her teachers care about him/her.
21.	Y	N	To become more tolerant of persons who have different views.
22.	Y	N	To better understand people older than himself/herself.
23.	Y	N	To take action toward solving his/her own problems.
24.	Y	N	To know how to make decisions about school problems.
25.	Y	N	To learn how to express his/her feelings instead of keeping them to himself/herself.
26.	Y	N	To get along with peers better.
27.	Y	N	To know how his/her values affect his/her life.
28.	Y	N	To be needed — to have friends who need his/her help.
29.	Y	N	To accept criticism better.
30.	Y	N	To develop life-long recreational interests that will make his/her leisure time enjoyable.
31.	Y	N	To feel good about himself/herself.

Educational Needs

As a parent, my son/daughter needs:

32.	Y	N	To become more aware of educational alternatives after graduation.
33.	Y	N	To learn to make good use of his/her free time.
34.	Y	N	To learn more about his/her high school records and graduation requirements.
35.	Y	N	To receive help in selecting courses for high school.
36.	Y	N	To know about financial aid for college and job training.
37.	Y	N	To understand his/her standardized test scores.
38.	Y	N	To be aware of services available in the school and community.
39.	Y	N	To know how much education and training will be needed for the occupation he/she plans to enter.

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Appendix H
(Continued)

40.	Y	N	To take responsibility for developing plans that will help him/her reach emotional and/or occupational goals.
41.	Y	N	To know where to go for help at school.
42.	Y	N	To know how to study better.
43.	Y	N	To understand what he/she can realistically achieve.
44.	Y	N	To find courses which are appropriate to his/her educational needs.
45.	Y	N	To know how to assess and evaluate his/her goals.

Comments

Appendix H
(Continued)

Needs Assessment
Student
Secondary Level

Senior High School:

Date:

Circle your grade: 9 10 11 12

Please show how important each need is to you by CIRCLING the letter which shows how you feel.

A for **STRONGLY AGREE** **B** for **AGREE**

C for **DISAGREE** **D** for **STRONGLY DISAGREE**

As a student, I need help in:

1. **A B C D** Understanding myself as a person.
2. **A B C D** Learning decision-making techniques.
3. **A B C D** Getting along with my parents, friends and others.
4. **A B C D** Developing the techniques that will help me succeed.
5. **A B C D** Becoming familiar with ways to obtain career information.
6. **A B C D** Understanding how my personal characteristics affect my career choice.
7. **A B C D** Understanding the relationship between my school work and my career plans.
8. **A B C D** Learning effective study skills.
9. **A B C D** Becoming aware of how society affects my career choice.
10. **A B C D** Making post-high school plans.
11. **A B C D** Learning about financial post-high school education.
12. **A B C D** Learning job-seeking skills.
13. **A B C D** Developing the skills needed to keep a job.
14. **A B C D** Learning more about the effects of drug abuse.

If you have other areas of concern with which you would like some help, list them below.

Thank you.

Printed with permission from **Arkansas Scope and Sequence K-12 Guidance and Counseling Curriculum Guide**, Arkansas Department of Education, Tommy R. Venters, Director, General Education Division.

Appendix I

Professional Counselor Evaluation

Date: _____

Counselor's Name: _____

Tenured: _____ Probationary: _____

Present Assignment: _____ School: _____
Years in:
Present school: _____ System: _____ Profession: _____

Type of Evaluation: (check one) Formal: _____ Self: _____

	Outstanding	Commendable	Competent	Marginal	Unsatisfactory	Not Applicable
I. Planning and Organizational Skills						
A. Assists student progress and provides direction toward positive and productive achievement goals. (I-B-6, 8, II-B)	☐	☐	☐	☐	☐	☐
B. Encourage students to utilize appropriate newly learned skills in daily experiences. (I-B—10, 11)	☐	☐	☐	☐	☐	☐
C. Maximizes time on task. (I-A-2)	☐	☐	☐	☐	☐	☐
D. Maintains records of student achievement as appropriate. (II-A-2)	☐	☐	☐	☐	☐	☐
E. Demonstrates ability to establish closure in varied situations. (I-B-12)	☐	☐	☐	☐	☐	☐
F. Shows evidence of planning in daily execution of duties. (II-A-1)	☐	☐	☐	☐	☐	☐

Summary: _____

_____

II. Counseling Skills						
A. Demonstrates counseling skills in individual counseling settings. (1-B-7, 9)	☐	☐	☐	☐	☐	☐
B. Demonstrates counseling skills in group/classroom settings. (1-B-7)	☐	☐	☐	☐	☐	☐
C. Demonstrates effective communication with students. (1-B-1, 2, 3)	☐	☐	☐	☐	☐	☐
D. Provides individual/group/classroom counseling on varied student/teacher concerns. (MC)	☐	☐	☐	☐	☐	☐
F. Assists principals in conferences with parents/guardians. (MC)	☐	☐	☐	☐	☐	☐
G. Coordinates referrals of students with special needs in the appropriate department within school and to outside agencies. (MC)	☐	☐	☐	☐	☐	☐

Note: (MC) indicates that this item does not refer to any state minimum.

Appendix I
(Continued)

	Outstanding	Commendable	Competent	Marginal	Unsatisfactory	Not Applicable
H. Provides district-mandated programs to meet stated goals and objectives of guidance and counseling program. (MC)	☐	☐	☐	☐	☐	☐
I. Adapts counseling to student/parent needs using a variety of counseling strategies. (1-B-3, 4, 5, 9, 12)	☐	☐	☐	☐	☐	☐

Summary: _____

_____

III. Program Management

A. Develops and evaluates counseling program using such tools as needs assessment. (1-A-1, 11—A)	☐	☐	☐	☐	☐	☐
B. Maintains positive and productive counseling environment. (1-A-4)	☐	☐	☐	☐	☐	☐
C. Informs school population of counseling services. (MC)	☐	☐	☐	☐	☐	☐

Summary: _____

_____

IV. Student Achievement

A. Provides testing inservice and interpretation of test results. (MC)	☐	☐	☐	☐	☐	☐
B. Counselor assists in monitoring student performance. (11-A-3, 1-B)	☐	☐	☐	☐	☐	☐
C. Reinforces positive behavior as defined by building discipline policy. (1-A-3)	☐	☐	☐	☐	☐	☐

Summary: _____

_____

V. Professional Responsibilities

A. Follows requirements of state law, district policies, and building procedures.	☐	☐	☐	☐	☐	☐
B. Fulfills non-classroom duties and responsibilities dependably.	☐	☐	☐	☐	☐	☐
C. Fulfills required record-keeping responsibilities accurately, e.g. gradebooks, permanent records and attendance records.	☐	☐	☐	☐	☐	☐
D. Completes requested information accurately and within stated time lines.	☐	☐	☐	☐	☐	☐
E. Is actively involved in professional growth as evidenced by inservice participation and/or course work.	☐	☐	☐	☐	☐	☐
F. Initiates suggestions for school and program improvement.	☐	☐	☐	☐	☐	☐

Summary: _____

_____

	Outstanding	Commendable	Competent	Marginal	Unsatisfactory	Not Applicable
VI. Professional Relationships						
A. Exhibits positive and productive teacher-student interaction and understanding of students.	☐	☐	☐	☐	☐	☐
B. Establishes two-way communications with parents in a professional manner.	☐	☐	☐	☐	☐	☐
C. Exhibits rapport and cooperation with staff and colleagues.	☐	☐	☐	☐	☐	☐
D. Cooperates with the administration in developing, implementing, and evaluating the school program.	☐	☐	☐	☐	☐	☐

Summary: _____

_____

VII. Personal Characteristics						
A. Shows enthusiasm for and interest in teaching.	☐	☐	☐	☐	☐	☐
B. Exhibits patience, self-control, and tact.	☐	☐	☐	☐	☐	☐
C. Adapts to changes in routine and new situations.	☐	☐	☐	☐	☐	☐

Summary: _____

_____

I acknowledge the professional characteristics listed within were discussed and that specific written suggestions were recommended for any area marked marginal or unsatisfactory. I understand that my signature below does not necessarily mean that I agree with the evaluation. I also understand that I have the right to discuss my status with the Personnel Director and to attach a written reply to this document within ten (10) work days, if I so desire.

Signature of Counselor _____

Date: _____

Signature of Evaluator _____

Date: _____

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Resource Organization and Management

Student Competencies	Counselors	School Staff Counselors	Parents Community Business/Industry School Staff Counselors

Appendix K

Supplemental Materials

The model presented in this publication is intended to be a framework on which to build comprehensive developmental guidance and counseling programs. The model is loose leaf to accomodate the supplemental materials that will follow as further appendices. These appendices will include materials such as forms, resources, and activities that will be useful as existing programs are expanded and new programs are implemented in Oklahoma's schools.